DOCUMENT RESUME

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ABSTRACT

The Texas Education Agency has been developing materials to address issues related to the Professional Development Appraisal System (PDAS). The PDAS was developed under a legislative mandate to establish a fair and practical appraisal process that acknowledges and reinforces good teaching practices and quality professional development. An evaluation of that system completed by more than 1,000 teachers and administrators indicated that the first year of implementation of the PDAS was positive. This renewal packet contains materials teachers need to understand the expectations of the PDAS better. The packet consists of these four items: (1) the "Appraisal Period Timeline," which addresses the order of events related to the PDAS; (2) the scoring continuum, which discusses the percentages for each evaluation criteria for quantity as it relates to an observation; (3) the "Scoring Criteria Guide," which provides detailed descriptions of the expectations for each of the criteria in each of the domains; and (4) scoring factors and performance level standards, which are revised from the PDAS manual for the 1997-98 school year (clarifies the strength under the quality dimension). The "Teacher Manual" for the PDAS is also included. This manual explains the PDAS and its requirements and implementation. Also included is the "Review of the Literature Relating Professional Development and Appraisal System (PDAS) Criteria to Student Outcomes." This review of the literature provides a significant research base for the PDAS. (SLD)

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Professional Development and Appraisal System

PROFESSIONAL
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Teacher Renewal Packet
School Year 1998-99

Published by the Division
of
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Texas Education Agency

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Teacher Renewal Packet
School Year 1998-99

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APPRAISAL PERIOD TIMELINE
SCHOOL CALENDAR YEAR

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First 12 Weeks	Second 12 Weeks	Third 12 Weeks	Last 15 Days Of INST.

Teacher Orientation
- Within 1st 3 weeks
- Observations no earlier than 3 weeks after

Teacher Self-Report-1
- No later than three weeks after orientation

Teacher Self-Report II & III
At least two weeks prior to Summative Conference

Formal Observation
- Minimum of 45 minutes or shorter segments
- Written summary within 10 working days
- Advanced notice may be given/NOT REQUIRED
- Follow district APPRAISAL CALENDAR
- May have pre or post conference at request of Teacher or Appraiser

WALK-THROUGH VISITS
- To be used at the discretion of the appraiser
- Documentation shared with teacher within 10 days

ADDITIONAL TIME LINE ISSUES

Teacher Response
- Within 10 working days (Appraiser may extend to 15)
- May rebut or request 2nd appraisal within 10 working days after receiving any documentation

SUMMATIVE ANNUAL REPORT
- 5 working days before conference
- No later than 15 working days before last day of instruction
- Observation Summary
- Walk-through documentation
- Third party/Teacher documentation
- TSR I, II, III

SUMMATIVE CONFERENCE
- No later than 15 working days before last day of instruction
- May be waived in writing by Teacher , NOT APPRAISER
- If Appraiser is not administrator on campus, principal/asst. or designated supervisory staff will participate

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PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
SCORING FACTORS AND PERFORMANCE LEVEL STANDARDS

Scoring Factors:
A. Critical Attributes
B. Quality of the Application
C. Quantity of Time/Students With Which the Attributes are Exhibited.

A. **CRITICAL ATTRIBUTES** *are described in the appraisal framework.*

B. Scoring standards for **QUALITY** for the application of:

	Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
SCORING STANDARDS	**Consistently shows evidence of:**	**Shows evidence of:**	**Occasionally shows evidence of:**	**Rarely/never shows evidence of:**
GUIDELINE	• strength • impact • variety • alignment	• strength • impact • variety • alignment	• strength • impact • variety • alignment	• strength • impact • variety • alignment

Strength
- depth of knowledge
- knowledge of complexity
- conceptual foundation
  - clear
  - accurate
  - relevant

Impact
- promotes student success
- over time
- productive
- promotes student responsibility/ investment
- timely
- challenging
- promotes reflection

Variety
- appropriate to meet the varied characteristics of students
- promotes engagement/learning
- appropriate to the lesson objective
- multidimensional/ multiple

Alignment
- connection to a set of objectives and expectations external to the classroom
- congruent
- progression
- leads to understanding of unified whole
- appropriate to varied characteristics of students
- relevant

C. Scoring Standards for **QUANTITY**

1. For criteria primarily judged by **FREQUENCY COUNTS/PERCENTAGE OF TIME**.

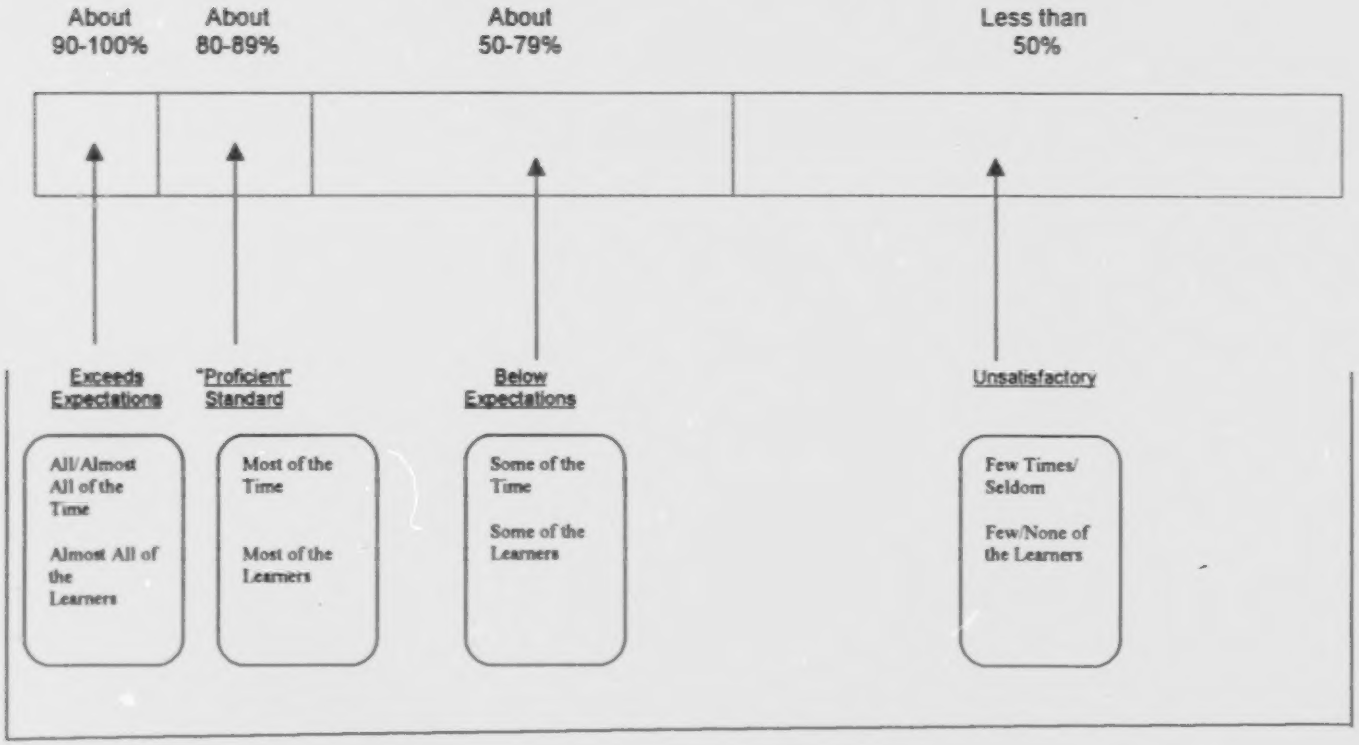
	Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
KEY WORDS	All/Almost All	Most	Some	Less than Half
GUIDELINES	*About 90-100%*	*About 80-89%*	*About 50-79%*	*About 49% or less.*

2. For criteria primarily judged by **REPEATED EVIDENCE**.

	Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
KEY WORDS	All/Almost All	Most	Some/Sometimes	Less than Half
GUIDELINES	Consistently: • Uniformly • See it from the beginning to the end • Highly predictable • Routines are seamless	Generally: • Common practice • Predictable • Typical • Prevalent • As a rule	Occasionally: • Sporadic • Random • Moderately • More often than not • Irregular • Some	Rarely: • Infrequent • Nonexistent • Not attempted • Minimal • Hardly • No/none

SCORING CRITERIA GUIDE
Final Proof

Professional Development and Appraisal System
Standard of Proficiency
Scoring Guidelines Continuum by Criteria over Time



About 90-100%
Exceeds Expectations
All/Almost All of the Time
Almost All of the Learners

About 80-89%
"Proficient" Standard
Most of the Time
Most of the Learners

About 50-79%
Below Expectations
Some of the Time
Some of the Learners

Less than 50%
Unsatisfactory
Few Times/ Seldom
Few/None of the Learners

Professional Development and Appraisal System

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Scoring Criteria Guide

Published by the Division of Educator Development Projects

Texas Education Agency
June 8, 1998

SCORING CRITERIA GUIDE

Performance at the "Proficient" Level is primarily based upon formal classroom observation(s).
Other documentary evidence, as needed, may be collected over the entire appraisal period.
Performance at the "Proficient" Level MAY be inferred for a criterion if 80% of the criteria in the Domain ARE documented at the "Proficient" or Exceeds Expectations Levels and NO criteria are documented at Below Expectations or Unsatisfactory.

Domain I: Active, Successful Student Participation in the Learning Process

I-1. Students are actively engaged in learning.

Things To Consider

- Students are focused on the learning objective during the academic learning time.
- Evidence of alignment of activities with the learning objective.

Quality: Engagement in the learning produces student success. Look for the level of engagement as determined by the strength, impact, variety, and alignment of the activities with the learning objective.

Quantity: Focus on the number of students actively engaged in the learning at regular intervals.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Students are consistently engaged and successful in learning that has great depth and complexity.	QUALITY Students are engaged and successful in learning.	QUALITY Students are occasionally successful in learning.	QUALITY Students are rarely/never successful in learning.
Student engagement is consistently self-directed/intrinsically motivated.	Student engagement is self-directed/intrinsically motivated.	Student engagement is occasionally self-directed/intrinsically motivated. **Student engagement is frequently a result of mechanical manipulation or coercion by the teacher.**	Student engagement is rarely/never self-directed/intrinsically motivated. **Student engagement is almost always/always a result of mechanical manipulation or coercion by the teacher.**
Students consistently take reasonable risks in responding, extending, questioning, and/or producing products.	Student engagement is self-directed/intrinsically motivated.	Student engagement is occasionally self-directed/intrinsically motivated. **Student engagement is frequently a result of mechanical manipulation or coercion by the teacher.**	Student engagement is rarely/never self-directed/intrinsically motivated. **Student engagement is almost always/always a result of mechanical manipulation or coercion by the teacher.**
Students are consistently engaged in connecting/applying learning to other disciplines, their own lives, and/or issues in the world beyond the classroom.	Student engagement is self-directed/intrinsically motivated.	Student engagement is occasionally self-directed/intrinsically motivated. **Student engagement is frequently a result of mechanical manipulation or coercion by the teacher.**	Student engagement is rarely/never self-directed/intrinsically motivated. **Student engagement is almost always/always a result of mechanical manipulation or coercion by the teacher.**
Multiple instructional strategies aligned with the learning objectives are used to engage learning.	Instructional strategies are aligned with the learning objectives.	Instructional strategies are frequently driven by academic content and/or activities rather than by learning objectives.	Instructional strategies are almost always/always driven by academic content and/or activities rather than by learning objectives.
QUANTITY ALMOST ALL OF THE TIME (90-100%) Students are active learners.	QUANTITY MOST OF THE TIME (80-89%) Students are active learners.	QUANTITY SOME OF THE TIME (50-79%) Students are active learners.	QUANTITY LESS THAN HALF OF THE TIME (0-49%) Students are active learners.
Students are focused on learning objectives that are at an appropriate level of difficulty.	Students are focused on learning objectives that are at an appropriate level of difficulty.	Students are focused on learning objectives that are at an appropriate level of difficulty.	Students are focused on learning objective that are at an appropriate level of difficulty.
Instructional strategies/activities reflect the unique needs/characteristics of students.	Instructional strategies/activities reflect the unique needs/characteristics of students.	Instructional strategies reflect the unique needs/characteristics of students.	Instructional strategies reflect the unique needs/characteristics of students.

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Domain I: Active, Successful Student Participation in the Learning Process

I-2. Students are successful in learning.

Things To Consider

- Students demonstrate success with the stated, implied or written learning objectives.
- Assessment is aligned with the stated, implied or written learning objectives.

Quality: Assessment criteria and standards are clear and have been communicated to the student. Look at the level of success of students through strength, impact, variety and alignment of the assessment with the content and instruction.

Quantity: Focus on the number of students that are assessed. Focus on the number of students that are successful in the learning.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Students are consistently successful in learning. Learning objectives have great depth and complexity.	**QUALITY** Students are successful in learning. Learning objectives have some depth and complexity.	**QUALITY** Students are occasionally successful in learning. Learning objectives are frequently at low levels of complexity.	**QUALITY** Students are rarely/never successful in learning. Learning objectives are almost always/always at low levels of complexity.
Student engagement and success are consistently self-directed/intrinsically motivated.	Student engagement and success are self-directed/intrinsically motivated.	Students are occasionally successful in learning.	Students are rarely/never successful in learning.
Students consistently take reasonable risks in responding, extending, questioning, and/or producing products.	Students take reasonable risks in responding, extending, questioning, and/or producing products.	Students are occasionally successful in learning.	Students are rarely/never successful in learning.
Students are consistently successful in connecting/applying learning to other disciplines, their own lives, and/or issues in the world beyond the classroom. **Students are consistently assessed on learning that is aligned with the learning objectives.**	Students are successful in connecting/applying learning within the discipline. **Students are assessed on learning that is aligned with the learning objectives.**	Students are occasionally successful in learning. **Assessment strategies are frequently driven by academic content and/or activities rather than by learning objectives.**	Students are rarely/never successful in learning. **Assessment strategies are almost always/always driven by academic content and/or activities rather than by learning objectives.**
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** Students are successful in reaching the learning objectives.	**QUANTITY** **MOST OF THE TIME (80-89%)** Students are successful in reaching the learning objectives.	**QUANTITY** **SOME OF THE TIME (50-79%)** Students are successful in reaching the learning objectives.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** Students are successful in reaching the learning objectives.
Assessment strategies consistently reflect the unique needs/characteristics of students.	Assessment strategies reflect the unique needs/characteristics of students.	Assessment strategies reflect the unique needs/characteristics of students.	Assessment strategies reflect the unique needs/characteristics of students.

SCORING CRITERIA GUIDE

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Domain I: Active, Successful Student Participation in the Learning Process

I-3. Student behaviors indicate learning is at a high cognitive level (e.g. critical thinking, creative thinking, problem solving, etc.).

Things To Consider

- Students are involved in learning activities at the application level or higher on Bloom's Taxonomy.
- Learning activities produce a logical and innovative approach, or a solution to a problem or concern.

Quality: Look at the level of thinking to determine the strength, impact, variety and alignment of the learning activity. Learning activities are at the application level or higher on Bloom's Taxonomy when appropriate to the learning objective. Students are challenged by the instruction.

Quantity: Focus on the number of students involved in learning activities at the application level or higher on Bloom's Taxonomy, when appropriate to the learning objective.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Students are consistently successful in learning that has depth, complexity and links to a conceptual foundation.	**QUALITY** Students are successful in the learning objectives that are at an appropriate level of difficulty.	**QUALITY** Students are occasionally successful in the learning objectives that are at an appropriate level of difficulty.	**QUALTIY** Students are rarely/never successful in the learning objectives that are at an appropriate level of difficulty.
Students consistently take reasonable risks in responding, extending, questioning, and/or producing products that reflect the application level or higher on Blooms' Taxonomy.	Students take reasonable risks in responding, extending, questioning, and/or producing products that reflect the application level or higher on Blooms' Taxonomy.	Students are occasionally successful in the learning objectives that are at an appropriate level of difficulty.	Students are rarely/never successful in the learning objectives that are at an appropriate level of difficulty.
Students are consistently engaged in connecting/applying learning to other disciplines, their own lives, and/or issues in the world beyond the classroom.	Students are engaged in connecting/applying learning within the discipline.	Students are occasionally engaged in connecting/applying learning within the discipline.	Students are rarely/never engaged in connecting/applying learning within the discipline.
QUANTITY **ALMOST ALL OF THE TIME (90%-100%)** Students are focused on complex and challenging learning objectives.	**QUANTITY** **MOST OF THE TIME (80-89%)** Students are focused on challenging learning objectives.	**QUANTITY** **SOME OF THE TIME (50-79%)** Students are focused on challenging objectives.	**QUANTITY** **MOST OF THE TIME (0-49%)** Students are focused on challenging objectives.
Students are engaged in instructional activities that are driven by high level learning objectives.	Students are engaged in instructional activities that are driven by high level learning objectives.	Students are engaged in instructional activities that are driven by high level learning objectives.	Students are engaged in instructional activities that are driven by high level learning objectives.

SCORING CRITERIA GUIDE

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Domain I: Active, Successful Student Participation in the Learning Process

I-4. Students are self-directed/self-initiated as appropriate to the lesson objectives.

Things To Consider

- Students create or extend a skill, knowledge or concept connected to the learning objective.
- Students initiate or adapt activities and projects to enhance understanding.
- Students demonstrate task commitment.

Quality: Focus on appropriateness of content for self-directed/self-initiated opportunities.
Quantity: Focus on the number of students that are appropriately self-directed/self-initiated.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Students are consistently successful in extending the learning, appropriately questioning the teacher and/or peers and/or producing products using appropriate self-directed/self-initiated activities.	**QUALITY** Students are successful in appropriate self-directed/self-initiated activities.	**QUALITY** Students are occasionally successful in appropriate self-directed/self-initiated activities.	**QUALITY** Students are rarely/never successful in appropriate self-directed/self-initiated activities.
Students are consistently successful in finding their own strategies for connecting/applying learning to other disciplines, their own lives, and/or issues in the world beyond the classroom.	Students are successful in finding their own strategies for connecting/applying learning.	Students are occasionally successful in appropriate self-directed/self-initiated activities. **Most instruction is teacher directed.**	Students are rarely/never successful in appropriate self-directed/self-initiated activities. **Most instruction is teacher directed.**
The teacher uses a variety of motivational and instructional strategies to promote student responsibility/investment in appropriate self-directed/self-initiated activities.	The teacher uses motivational and instructional strategies to promote student responsibility/investment in appropriate self-directed/self-initiated activities.	The teacher occasionally uses motivational and instructional strategies to promote student responsibility/investment in appropriate self-directed/self-initiated activities.	The teacher rarely/never uses motivational and instructional strategies to promote student responsibility/investment in appropriate self-directed/self-initiated activities.
QUANTITY **ALMOST ALL OF THE TIME (90%-100%)** Students are engaged in appropriate self-directed/self-initiated activities.	**QUANTITY** **ALMOST ALL OF THE TIME (80-89%)** Students are engaged in appropriate self-directed/self-initiated activities.	**QUANTITY** **SOME OF THE TIME (50-79%)** Students are engaged in appropriate self-directed/self-initiated activities.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** Students are engaged in appropriate self-directed/self-initiated activities.

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Domain I: Active, Successful Student Participation in the Learning Process

I-5. Students connecting learning to work and life applications, both within the discipline, and with other disciplines.

Things To Consider

- Students demonstrate a connection of the learning to work and life applications.
- Students demonstrate a connection of the learning to prior/future learning within the discipline.
- Students demonstrate a connection of the learning with other disciplines.

Quality: Look for strength, impact, variety, and alignment of the connection with the learning objective.

Quantity: Focus on the number of students that can demonstrate a connection of the learning to work and life applications, both within the discipline, and with other disciplines.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Depth and complexity of learning are consistently characterized by successful student connection of the learning with prior/future learning within the discipline, with other disciplines, with students' interests/experiences, with issues beyond the classroom.	**QUALITY** Depth and complexity of learning are characterized by successful student connection of the learning with prior/future learning within the discipline.	**QUALITY** Students are occasionally successful in learning.	**QUALITY** Students are rarely/never successful in learning.
Student responsibility/investment in complex learning is consistent.	Student responsibility/investment in learning is present.	Students are occasionally successful in learning.	Students are rarely/never successful in learning.
Students consistently take reasonable risks in responding, extending, questioning, and/or producing products.	Students take reasonable risks in responding, extending, questioning, and/or producing products.	Students are occasionally successful in learning.	Students are rarely/never successful in learning.
Students are consistently engaged in producing high quality products, which connect learning with prior/future learning within the discipline, with other disciplines, with students' interests/experiences, with issues beyond the classroom.	Students are engaged in producing quality products, which connect learning with prior/future learning within the discipline.	Students are occasionally successful in learning.	Students are rarely/never successful in learning.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** Students are successful in connecting the learning to work and life applications, both within the discipline and with other disciplines.	**QUANTITY** **MOST OF THE TIME (80-89%)** Students are successful in connecting the learning to work and life applications, both within the discipline and with other disciplines.	**QUANTITY** **SOME OF THE TIME (50-79%)** Students are successful in connecting the learning to work and life applications, both within the discipline and with other disciplines.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** Students are successful in connecting the learning to work and life applications, both within the discipline and with other disciplines.
Students are engaged in multiple activities to connect the learning to work and life applications, both within the discipline and with other disciplines.	Students are engaged in multiple activities to connect the learning to work and life applications, both within the discipline and with other disciplines.	Students are engaged in multiple activities to connect the learning to work and life applications, both within the discipline and with other disciplines.	Students are engaged in multiple activities to connect the learning to work and life applications, both within the discipline and with other disciplines.

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Domain II: Learner-Centered Instruction

II-1. **Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.**

Things To Consider

- The learning objective is communicated or implied.
- The learning objective addresses a new skill or knowledge.
- The learning objective connects to a central theme/concept of the discipline.
- The learning objective addresses the TEKS, as appropriate.

Quality: **Objectives and goals reflect important learning and conceptual understanding.** Look for strength, impact, variety, and alignment of the learning objective to a central theme/concept of the discipline.

Quantity: **Objectives and goals reflect needs of all students.**

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY **Students are consistently successful in learning that is constructed around central themes/concepts of the discipline.**	**QUALITY** **Students are successful in learning that is constructed around central themes/concepts of the discipline.**	**QUALITY** **Students are occasionally successful in learning. Instruction is occasionally constructed around central themes/concepts of the discipline.**	**QUALITY** **Students are rarely/never successful in learning. Instruction is rarely/never constructed around central themes/concepts of the discipline.**
Students consistently find their own strategies for constructing learning and for connecting/applying learning to other disciplines, their own lives, and/or issues in the world beyond the classroom.	**Students find their own strategies for constructing learning and for connecting/applying learning to other disciplines, their own lives, and/or issues in the world beyond the classroom.**	**Students are occasionally successful in learning. Instruction is occasionally constructed around central themes/concepts of the discipline.**	**Students are rarely/never successful in learning. Instruction is rarely/never constructed around central themes/concepts of the discipline.**
Multiple strategies are consistently used to communicate the specific new learning objectives (skill and/or concept).	**Strategies are used to communicate the specific new learning objectives (skill and/or concept).**	**Strategies are occasionally used to communicate the specific new learning objectives (skill and/or concept).**	**Strategies are rarely/never are used to communicate the specific new learning objectives (skill and/or concept).**
Learning is consistently constructed around concepts that are central themes/concepts in more than one discipline.	**Learning is constructed around central themes/concepts of the discipline rather than miscellaneous, unconnected sets of knowledge and/or skills.**	**Learning is occasionally constructed around central themes/concepts of the discipline; it frequently consists of unconnected sets of knowledge/skills.**	**Learning is rarely/never constructed around central themes/concepts of the discipline; it almost always/always consists of unconnected sets of knowledge/skills.**
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** **Students are consistently aware of the specific, new learning objectives (skill and/or concept).**	**QUANTITY** **MOST OF THE TIME (80-89%)** **Students are aware of the specific, new learning objectives (skill and/or concept).**	**QUANTITY** **SOME OF THE TIME (50-79%)** **Students are occasionally aware of the specific, new learning objectives (skill and/or concept).**	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** **Students are rarely/never aware of the specific, new learning objectives (skill and/or concept).**
Learning objectives are appropriate to the unique needs/characteristics of all students.	**Learning objectives are appropriate to the unique needs/characteristics of all students.**	**Learning objectives are appropriate to the unique needs/characteristics of all students.**	**Learning objectives are appropriate to the unique needs/characteristics of all students.**
New learning is aligned with the TEKS, when appropriate.	**New learning is aligned with the TEKS, when appropriate.**	**New learning is aligned with the TEKS, when appropriate.**	**New learning is aligned with the TEKS, when appropriate.**
Instruction has been collaboratively planned and delivered to insure connection between/among disciplines.	**Instruction has been collaboratively planned and delivered to insure connection between/among disciplines.**	**Instruction has been collaboratively planned and delivered to insure connection between/among disciplines.**	**Instruction has been collaboratively planned and delivered to insure connection between/among disciplines.**

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Performance at the "Proficient" Level **MAY** be inferred for a criterion if 80% of the criteria in the Domain **ARE** documented at the "Proficient" or Exceeds Expectations Levels and NO criteria are documented at Below Expectations or Unsatisfactory.

Domain II: Learner-Centered Instruction

II-2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).

Things To Consider

- Teacher relates instruction to the interests of students.
- Teacher relates instruction to the needs of students.
- Teacher relates instruction to the varied characteristics of students.

Quality: **Content is relevant to students and instructional goals.** Lesson structure allows for different pathways according to student needs. Look for strength, impact, variety, and alignment of content with the varied characteristics of students.

Quantity: Look for appropriate connections to all students.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Students are consistently engaged and successful in the learning.	**QUALITY** Students are engaged and successful in the learning.	**QUALITY** Students are occasionally engaged and successful in the learning.	**QUALITY** Students are rarely/never engaged and successful in the learning.
Students consistently make their own connections between the learning and their unique needs, interests, and/or characteristics.	Students are engaged and successful in the learning.	Students are occasionally engaged and successful in the learning. **Students are frequently dependent on the teacher to make connections between their learning and their unique needs.**	Students are rarely/never engaged and successful in the learning. **Students are almost always/always dependent on the teacher to make connections between their learning and their unique needs.**
The teacher consistently uses unique /creative/innovative strategies to relate the learning to the unique needs, interests, and or characteristics of the students.	Students are engaged and successful in the learning.	Students are occasionally engaged and successful in the learning.	Students are rarely/never engaged and successful in the learning.
Instruction provides students with multiple pathways/approaches for new learning that meet their unique needs, interest, and or characteristics.	Students are engaged and successful in the learning.	Students are occasionally engaged and successful in the learning.	Students are rarely/never engaged and successful in the learning.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** Instruction is related/connected with the unique needs, interests, and characteristics of students.	**QUANTITY** **MOST OF THE TIME (80-89%)** Instruction is related/connected with the unique needs, interests, and/or characteristics of students.	**QUANTITY** **SOME OF THE TIME (50-79%)** Instruction is related/connected with the unique needs, interests, and/or characteristics of students.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** Instruction is related/connected with the unique needs, interests, and/or characteristics of students.

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Domain II: Learner-Centered Instruction

II-3. Instructional strategies promote critical thinking and problem solving.

Things To Consider

- Content and activities are at the application level or higher on Bloom's Taxonomy when appropriate to the learning objective.
- Instructional strategies are research based.
- Instructional strategies reflect current knowledge and practice within the content area.

Quality: Teacher guides students to construct knowledge through experience. Instruction progresses coherently producing success in application of the learning. Look for strength, impact, variety, and alignment of the strategies with the learning objective.

Quantity: Focus on the number of students performing at the application level or higher on Bloom's Taxonomy when appropriate to the learning objective.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Students are consistently successful in critical thinking and problem solving activities (i.e., application level or higher on Bloom's Taxonomy).	**QUALITY** Students are successful in critical thinking and problem solving activities (i.e., application level or higher on Bloom's Taxonomy).	**QUALITY** Students are occasionally successful in critical thinking and problem solving activities (i.e., application level or higher on Bloom's Taxonomy).	**QUALITY** Students are rarely/never successful in critical thinking and problem solving activities (i.e., application level or higher on Bloom's Taxonomy).
Students are consistently successfully engaged in unique, creative, and/or innovative critical thinking/problem solving activities.	Students are successfully engaged in creative, critical thinking/problem solving activities.	Students are occasionally successfully engaged in critical thinking/problem solving activities. **Students are frequently engaged in routine, rote activities.**	Students are rarely/never successfully engaged in critical thinking/problem solving activities. **Students are almost always/always engaged in routine, rote activities.**
Students' critical thinking/problem solving consistently leads to connections between new learning and prior/future learning, other disciplines, the world of the student, and/or issues in the world beyond the classroom.	Students are successfully engaged in creative, critical thinking/problem solving activities.	Students are occasionally successfully engaged in critical thinking/problem solving activities. **Students are frequently engaged in routine, rote activities.**	Students are rarely/never successfully engaged in critical thinking/problem solving activities. **Students are almost always/always engaged in routine, rote activities.**
Students consistently initiate and/or devise their own strategies for critical thinking/problem solving and or devise their own activities. **Students consistently construct their own knowledge through inquiry and experience.**	Students are successfully engaged in creative, critical thinking/problem solving activities.	Students occasionally initiate and/or devise their own strategies for critical thinking/problem solving and/or devise their own activities. **Strategies for critical thinking/problem solving are typically teacher devised and directed.**	Students rarely/never initiate and/or devise their own strategies for critical thinking/problem solving and/or devise their own activities. **Strategies for critical thinking/problem solving are typically almost always/always teacher devised and directed.**
Students are doing the thinking and problem solving and the teacher is acting as a guide.	Students are successfully engaged in creative, critical thinking/problem solving activities.	The teacher frequently does most of the thinking and problem solving and the students are passive recipients.	The teacher almost always/always does most of the thinking and problem solving and the students are passive recipients.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** Students are engaged in critical thinking and problem solving activities (i.e., application level or higher on Bloom's Taxonomy).	**QUANTITY** **MOST OF THE TIME (80-89%)** Students are engaged in critical thinking and problem solving activities (i.e., application level or higher on Bloom's Taxonomy).	**QUANTITY** **SOME OF THE TIME (50-79%)** Students are engaged in critical thinking and problem solving activities (i.e., application level or higher on Bloom's Taxonomy).	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** Students are engaged in critical thinking and problem solving activities (i.e., application level or higher on Bloom's Taxonomy).
Instructional strategies are research based.	Instructional strategies are research based.	Instructional strategies are research based.	Instructional strategies are research based.
Instructional strategies reflect current knowledge and practice within the content area.	Instructional strategies reflect current knowledge and practice within the content area.	Instructional strategies reflect current knowledge and practice within the content area.	Instructional strategies reflect current knowledge and practice within the content area.

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Domain II: Learner-Centered Instruction

II-4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.

Things To Consider

- **Strategies include elements of motivation, such as, level of concern, interest, knowledge of results, positive classroom climate and acknowledgments.**
- **Instructional strategies are research based.**
- **Instructional strategies reflect current knowledge and practice within the discipline.**

Quality: **Motivational techniques produce active engagement of students in the learning process. Engagement in the learning process produces learning success. Look for strength, impact, variety, and alignment of the motivational techniques and the learning success.**

Quantity: **Motivational techniques are used as necessary to engage students and produce learning success.**

Evaluation Criteria			
Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY **Students are consistently successfully engaged in critical thinking and problem solving, connecting new learning to their own lives, to other disciplines, and/or to issues in the world beyond the classroom.**	**QUALITY** **Students are successfully engaged in learning objectives that are at an appropriate level of difficulty.**	**QUALITY** **Students are occasionally successfully engaged in learning.**	**QUALITY** **Students are rarely/never successfully engaged in learning.**
Learning objectives are consistently at appropriate levels of complexity.	**Learning objectives are at appropriate levels of complexity.**	**Learning objectives are occasionally at appropriate levels of complexity.**	**Learning objectives are rarely/never at appropriate levels of complexity.**
Student engagement is consistently self-directed/intrinsically motivated.	**Student engagement is self-directed/intrinsically motivated.**	**Students are occasionally successfully engaged in learning. Student engagement is frequently a result of mechanical manipulation or coercion by the teacher.**	**Students are rarely/never successfully engaged in learning. Student engagement is almost always/always a result of mechanical manipulation or coercion by the teacher.**
Students consistently take reasonable risks in responding, extending, appropriately questioning the teacher and/or peers, and/or producing products that represent complex learning.	**Students take risks in responding, extending, questioning, and/or producing products.**	**Students are occasionally successfully engaged in learning.**	**Students are rarely/never successfully engaged in learning.**
Students are consistently engaged in connecting and/or applying learning to other disciplines, their own lives, and/or issues in the world beyond the classroom.	**Students are engaged in connecting/applying learning within the discipline.**	**Students are occasionally engaged in connecting/applying learning within the discipline.**	**Students are rarely/never engaged in connecting/applying learning within the discipline.**
Students are consistently eager and excited about the learning. Students are not reluctant to ask questions and/or ask for assistance when they are having difficulty.	**Students are eager and excited about the learning.**	**Students are occasionally eager or excited about the learning.**	**Students are rarely/never eager or excited about the learning.**
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** **Motivational techniques are used as necessary to engage students and produce learning success.**	**QUANTITY** **MOST OF THE TIME(80-89%)** **Motivational techniques are used as necessary to engage students and produce learning success.**	**QUANTITY** **SOME OF THE TIME(50-79%)** **Motivational techniques are used as necessary to engage students and produce learning success.**	**QUANTITY** **LESS THEN HALF OF THE TIME(0-49%)** **Motivational techniques are used as necessary to engage students and produce learning success.**
Instructional strategies are research based.	**Instructional strategies are research based.**	**Instructional strategies are research based.**	**Instructional strategies are research based.**
Instructional strategies reflect current knowledge and practice within the discipline.	**Instructional strategies reflect current knowledge and practice within the discipline.**	**Instructional strategies reflect current knowledge and practice within the discipline.**	**Instructional strategies reflect current knowledge and practice within the discipline.**

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Domain II: Learner-Centered Instruction

II-5. **Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines.**

Things To Consider

- Instructional strategies are aligned with the lesson objectives.
- Instructional strategies are aligned with the activities.
- Instructional strategies are aligned with student characteristics.
- Instructional strategies are aligned with prior learning.
- Instructional strategies are aligned with work and life applications.
- Instructional strategies are research based.
- Instructional strategies reflect current knowledge and practice within the content area.

Quality: Teacher connects critical attributes of the learning personal work, prior/future learning, content within the discipline, and with other disciplines. Teacher selects and organizes topics so students make connections between what is taught in school and what they experience outside the classroom.

Quantity: There is common practice of the alignment of instructional strategies to curriculum objectives.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The teacher uses unique, creative, and/or innovative strategies to make multiple connections between the critical attributes of the learning and students' personal lives, work, prior/future learning, content within the discipline, and/or the content in other disciplines.	**QUALITY** The teacher connects critical attributes of the learning to students' personal lives, work, prior/future learning, content within the discipline, and content in other disciplines.	**QUALITY** The teacher occasionally connects critical attributes of the learning to students' personal lives, work, prior/future learning, content within the discipline, and content in other disciplines.	**QUALITY** The teacher rarely/never connects learning within the discipline and rarely/never makes connections among the learning and students' personal lives, work, prior/future learning, content within the discipline, or content in other disciplines.
The teacher consistently selects topics which are central themes and concepts of the discipline and organizes academic content to focus it on issues in the world beyond the classroom.	The teacher selects and organizes topics so students make connections between what is taught in school and what they experience outside the classroom.	The teacher occasionally selects and organizes topics so students make connections between what is taught in school and what they experience outside the classroom.	The teacher rarely/never selects and organizes topics so students make connections between what is taught in school and what they experience outside the classroom.
The students successfully make their own and/or multiple connections between what is being learned and other disciplines, their own lives, the world of work, and/or issues in the world beyond the classroom.	The students successfully make connections between what is being taught in school and the world beyond the classroom.	The students occasionally make connections between what is being taught in school and the world beyond the classroom.	The students rarely/never make connections between what is being taught in school and the world beyond the classroom.

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Domain II-5 Continued

QUANTITY **ALMOST ALL OF THE TIME (90-100%)**	**QUANTITY** **MOST OF THE TIME (80-89%)**	**QUANTITY** **SOME OF THE TIME (50-79%)**	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)**
Instructional strategies are aligned with the lesson objectives.	Instructional strategies are aligned with the lesson objectives.	Instructional strategies are aligned with the lesson objectives.	Instructional strategies are aligned with the lesson objectives.
Instructional strategies are aligned with the activities.	Instructional strategies are aligned with the activities.	Instructional strategies are aligned with the activities.	Instructional strategies are aligned with the activities.
Instructional strategies are aligned with student characteristics.	Instructional strategies are aligned with student characteristics.	Instructional strategies are aligned with student characteristics.	Instructional strategies are aligned with student characteristics.
Instructional strategies are aligned with prior learning.	Instructional strategies are aligned with prior learning.	Instructional strategies are aligned with prior learning.	Instructional strategies are aligned with prior learning.
Instructional strategies are aligned with work and life applications.	Instructional strategies are aligned with work and life applications.	Instructional strategies are aligned with work and life applications.	Instructional strategies are aligned with work and life applications
Instructional strategies reflect current knowledge and practice within the content area.	Instructional strategies reflect current knowledge and practice within the content area.	Instructional strategies reflect current knowledge and practice within the content area.	Instructional strategies reflect current knowledge and practice within the content area.

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Domain II: Learner-Centered Instruction

II-6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.

Things To Consider

- Teacher varies activities.
- Teacher maintains pacing.
- Teacher sequences instruction.

Quality: Look for appropriateness of activities, pacing and sequence of instruction. Learning activities are relevant to students. Transitions occur without loss of instructional time. Sequence of instruction reflects recent research and/or current knowledge and practice within the content area.

Quantity: Activities are challenging for most students. Teacher demonstrates a variety of strategies, as appropriate. Focus on the number of students that are successful.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Students consistently complete transitions and administrative tasks quickly, with little or no direction from the teacher—procedures are in place and students know what they are.	**QUALITY** Students complete transactions and administrative tasks quickly. **Transitions and administrative tasks consume little or no instructional time.**	**QUALITY** Students occasionally complete transactions and administrative tasks quickly. **Transitions and/or administrative tasks frequently consume significant amounts of instructional time.**	**QUALITY** Students rarely/never complete transactions and administrative tasks quickly. **Transitions and/or administrative tasks almost always/always consume significant amounts of instructional time.**
The teacher consistently adjusts and/or allows students to adjust the sequence of activities and/or the pace to meet the individual needs/characteristics of students.	Student engagement and success indicate that the sequence of activities and pace of the lesson are appropriate.	Student engagement and success occasionally indicate that the sequence of activities and pace of the lesson are appropriate. **Students frequently disengage from learning and/or are unsuccessful as a result of inappropriate sequence of activities and/or inappropriate pace of the lesson (too fast or too slow).**	Student engagement and success rarely/never indicate that the sequence of activities and pace of the lesson are appropriate. **Students almost always/always disengage from learning and/or are unsuccessful as a result of inappropriate sequence of activities and/or inappropriate pace of the lesson (too fast or too slow).**
The teacher consistently uses interesting, fun, and/or relevant activities so that students are engaged in the learning process.	The teacher uses interesting, fun, and/or relevant activities so that students are engaged in the learning process.	The teacher occasionally uses interesting, fun, and/or relevant activities so that students are occasionally engaged in the learning process. **Students are frequently engaged because of teacher manipulation/coercion.**	The teacher rarely/never uses interesting, fun, and/or relevant activities so that students are never/almost never engaged in the learning process. **Students are almost always/always engaged because of teacher manipulation/coercion.**
The teacher is consistently proactive in insuring that prior learning for the new learning is in place.	The teacher is proactive in insuring that prior learning for the new learning is in place.	The teacher frequently moves from one stage of the learning to the next even when many students are not being successful.	The teacher almost always/ always moves from one stage of the learning to the next even when many students are not being successful.
The teacher consistently monitors students' understanding at every stage of the learning before moving to the next stage.	The teacher monitors students' understanding at every stage of the learning before moving to the next stage.	The teacher occasionally monitors students' understanding at every stage of the learning before moving to the next stage.	The teacher rarely/never monitors students' understanding at every stage of the learning before moving to the next stage.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** Activities are challenging for most students.	**QUANTITY** **MOST OF THE TIME (80-89%)** Activities are challenging for most students.	**QUANTITY** **SOME OF THE TIME (50-79%)** Activities are challenging for most students.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** Activities are challenging for most students.
Teacher demonstrates a variety of strategies/activities, as appropriate.	Teacher demonstrates a variety of strategies/activities, as appropriate.	Teacher demonstrates a variety of strategies/activities, as appropriate.	Teacher demonstrates a variety of strategies/activities, as appropriate.
Students are successful.	Students are successful.	Students are successful.	Students are successful.

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Domain II: Learner-Centered Instruction

II-7. The teacher emphasizes the value and importance of the activity/content.

Things To Consider

- Teacher stresses value of the activity.
- Teacher projects necessity for content into future learning objectives.
- Teacher communicates importance of content in the lives of students.

Quality: Teacher conveys genuine enthusiasm for the content. Students demonstrate commitment to the value of the activity/content. Look for strength, impact, variety, and alignment of connection to the activity/content.

Quantity: Focus on the number of students that make the connection to the learning.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Students consistently demonstrate an understanding of the value/importance of the learning.	**QUALITY** Students demonstrate an understanding of the value/importance of the learning.	**QUALITY** Students occasionally demonstrate an understanding of the value/importance of the learning.	**QUALITY** Students rarely/never demonstrate an understanding of the value/importance of the learning.
Students consistently are eager and excited about the activity/content.	Students are eager and excited about the activity/content.	Students are occasionally eager and excited about the activity/content.	Students are rarely/never eager and excited about the activity/content.
The students consistently make their own connections between the new learning and prior learning, future learning, learning in other disciplines, their own lives, and/or the world beyond the classroom.	The students make their own connections between the new learning and prior learning, future learning, learning in other disciplines, their own lives, and/or the world beyond the classroom.	The students are occasionally able to make their own connections between the new learning and prior learning, future learning, learning in other disciplines, their own lives, and/or the world beyond the classroom.	The students are rarely/never able to make their own connections between the new learning and prior learning, future learning, learning in other disciplines, their own lives, and/or the world beyond the classroom.
The teacher consistently uses a variety of creative, unique, and/or innovative strategies to demonstrate the value/importance of the content/activity.	The teacher uses a variety of strategies to demonstrate the value/importance of the content/activity.	The teacher uses strategies to demonstrate the value/importance of the content/activity.	The teacher rarely/never uses strategies to demonstrate the value/importance of the content/activity.
The teacher consistently structures the lesson in such a way that students discover for themselves the value/importance of the content/activity.	The teacher structures the lesson in such a way that students discover for themselves the value/importance of the content/activity.	The teacher occasionally structures the lesson in such a way that students discover for themselves the value/importance of the content/activity.	The teacher rarely/never structures the lesson in such a way that students discover for themselves the value/importance of the content/activity.
Students consistently apply new learning and/or produce products that demonstrate the value/importance of the content/activity.	Students apply new learning and/or produce products that demonstrate the value/importance of the content/activity.	Students occasionally apply new learning and/or produce products that demonstrate the value/importance of the content/activity.	Students rarely/never apply new learning and/or produce products that demonstrate the value/importance of the content/activity.
The teacher consistently communicates genuine excitement and enthusiasm for the content/activity.	The teacher communicates genuine excitement and enthusiasm for the content/activity.	The teacher occasionally communicates genuine excitement and enthusiasm for the content/activity.	The teacher rarely/never communicates genuine excitement and enthusiasm for the content/activity.
QUANTITY **ALMOST ALL OF THE TIME(90-100%)** The teacher emphasizes the value and importance of the activity/content.	**QUANTITY** **MOST OF THE TIME(80-89%)** The teacher emphasizes the value and importance of the activity/content.	**QUANTITY** **SOME OF THE TIME(50-79%)** The teacher emphasizes the value and importance of the activity/content.	**QUANTITY** **LESS THAN HALF OF THE TIME(0-49%)** The teacher emphasizes the value and importance of the activity/content.
Students make a commitment to the activity/content.	Students make a commitment to the activity/content.	Students make a commitment to the activity/content.	Students make a commitment to the activity/content.

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Domain II: Learner-Centered Instruction

II-8. The teacher uses appropriate questioning and inquiry techniques to challenge students.

Things To Consider

- Teacher uses questioning strategies that challenge.
- Teacher uses questioning strategies that engage students.
- Teacher varies questioning strategies.

Quality: Look for evidence of student progress and/or success. Look for students initiating probes and making appropriate contributions. Look for strength, variety, impact, and alignment of questions with content.

Quantity: Focus on the number of students sampled.

Evaluation Criteria

Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
QUALITY Students consistently participate in challenging questioning and/or inquiry techniques.	**QUALITY** Students participate in challenging questioning and/or inquiry techniques.	**QUALITY** Students occasionally participate in challenging questioning and/or inquiry techniques.	**QUALITY** Students rarely/never participate in challenging questioning and/or inquiry techniques.
Instruction is consistently student-centered, inquiry-based learning and focuses on students as thinkers and problem-solvers.	Instruction is student-centered, inquiry-based learning and focuses on students as thinkers and problem-solvers.	Instruction is occasionally student-centered, inquiry-based learning and focuses on students as thinkers and problem-solvers.	Instruction is rarely/never student-centered, inquiry-based learning and focuses on students as thinkers and problem-solvers.
Students consistently and successfully initiate extensions of the questions/answers and/or the inquiry process.	The teacher uses appropriate strategies for questioning and/or for guiding an inquiry process.	The teacher occasionally uses appropriate strategies for questioning and/or for guiding an inquiry process.	The teacher rarely/never uses appropriate strategies for questioning and/or for guiding an inquiry process.
Students consistently initiate contributions to the questions/answers and/or the inquiry process.	The teacher uses appropriate strategies for questioning and/or for guiding an inquiry process.	The teacher occasionally uses appropriate strategies for questioning and/or for guiding an inquiry process.	The teacher rarely/never uses appropriate strategies for questioning and/or for guiding an inquiry process.
Students consistently appropriately challenge/question the teacher and/or their peers in the inquiry process.	The teacher uses appropriate strategies for questioning and/or for guiding an inquiry process.	The teacher occasionally uses appropriate strategies for questioning and/or for guiding an inquiry process.	The teacher rarely/never uses appropriate strategies for questioning and/or for guiding an inquiry process.
Students consistently design their own guiding questions/inquiry processes.	The teacher uses appropriate strategies for questioning and/or for guiding an inquiry process.	The teacher occasionally uses appropriate strategies for questioning and/or for guiding an inquiry process.	The teacher rarely/never uses appropriate strategies for questioning and/or for guiding an inquiry process.
The teacher consistently uses a variety of creative, unique, and/or innovative strategies for questioning and/or for guiding an inquiry process.	The teacher uses appropriate strategies for questioning and/or for guiding an inquiry process.	The teacher occasionally uses appropriate strategies for questioning and/or for guiding an inquiry process. **The teacher frequently uses rote, dull repetitive strategies for questioning and/or for guiding an inquiry process.**	The teacher rarely/never uses appropriate strategies for questioning and/or for guiding an inquiry process. **The teacher almost always/always uses rote, dull repetitive strategies for questioning and/or for guiding an inquiry process.**
Teacher and/or student questioning/inquiry strategies consistently promote successful critical thinking, problem solving, and connectivity within the discipline, with other disciplines, to the world of the student, and/or to issues in the world beyond the classroom.	Teacher and/or student questioning/inquiry strategies promote successful critical thinking, problem solving, connectivity within the discipline, connectivity with other disciplines.	The teacher occasionally uses appropriate strategies for questioning and/or for guiding an inquiry process. **The teacher frequently uses rote, dull repetitive strategies for questioning and/or for guiding an inquiry process.**	The teacher rarely/never uses appropriate strategies for questioning and/or for guiding an inquiry process. **The teacher almost always/always uses rote, dull repetitive strategies for questioning and/or for guiding an inquiry process.**
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher uses appropriate questioning and inquiry techniques to challenge students.	**QUANTITY** **MOST OF THE TIME (80-89%)** The teacher uses appropriate questioning and inquiry techniques to challenge students.	**QUANTITY** **SOME OF THE TIME (50-79%)** The teacher uses appropriate questioning and inquiry techniques to challenge students.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** The teacher uses appropriate questioning and inquiry techniques to challenge students.

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Domain II: Learner-Centered Instruction

II-9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.

Things To Consider

- Technologies (computers, calculators, telecommunication, multimedia, videotape and film, laser disc, CD-ROM, satellite/distance learning, facsimile (fax), modem, scanners, etc.) are used as instructional tools, when available and appropriate.

Quality: Technology is suitable to the instructional goal. Technology engages the students mentally. Look for strength, impact, variety, and alignment of instructional process and technology.
Quantity: Focus on the utilization of technology as an instructional tool.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The use of available technology is appropriate and aligned with the instructional goals.	**QUALITY** The use of available technology is appropriate and aligned with the instructional goals.	**QUALITY** The use of available technology is occasionally appropriate and occasionally aligned with the instructional goals.	**QUALITY** The use of available technology is rarely/never appropriate and rarely/never aligned with the instructional goals.
Students are highly engaged and enthusiastic as a result of the use of the technology.	Students use available technology.	Students occasionally use available technology.	Students rarely/never use available technology.
Students consistently use technology to : • promote depth and complexity of learning; • connect learning to other disciplines, their own world, and the world beyond the classroom and/or; • produce products that represent complex learning.	Students use technology to : • promote depth and complexity of learning; • connect learning to other disciplines, their own world, and the world beyond the classroom and/or; • produce products that represent complex learning.	Students occasionally use technology. **Student use of technology is frequently limited to transmission of rote information and/or for rote drill and practice.**	Students rarely/never use technology. **Student use of technology is almost always/always limited to transmission of rote information and/or for rote drill and practice.**
The teacher consistently utilizes a variety of technology resources when appropriate and available.	The teacher utilizes a variety of technology resources when appropriate and available.	The teacher occasionally utilizes a variety of technology resources when appropriate and available.	The teacher rarely/never utilizes a variety of technology resources when appropriate and available.
The teacher consistently seeks out and secures available and/or new technology.	The teacher seeks out and secures available and/or new technology.	The teacher frequently misses opportunities to secure and use available and/or new technology.	The teacher almost always/always misses opportunities to secure and use available and/or new technology.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher makes use of available technology as a part of the instructional process.	**QUANTITY** **MOST OF THE TIME (80-89%)** The teacher makes use of available technology as a part of the instructional process.	**QUANTITY** **SOME OF THE TIME (50-79%)** The teacher makes use of available technology as a part of the instructional process.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** The teacher makes use of available technology as a part of the instructional process.

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Domain III: Evaluation and Feedback on Student Progress

III-1. Academic progress of students is monitored and assessed.

Things To Consider

- Teacher monitors student work during guided practice.
- Teacher provides for formative assessment prior to independent practice.
- Teacher assesses student progress toward learning goals.

Quality: Teacher's system for obtaining, interpreting, and acting on information on student progress is focused on student progress in learning. Look for strength, impact, variety, and alignment of the assessment with the objectives.

Quantity: Focus on the number of students that are monitored and assessed.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Teacher's system for obtaining, interpreting, and acting on information on student progress is consistently focused on short-term and long-term student progress in learning.	**QUALITY** Teacher's system for obtaining, interpreting, and acting on information on student progress is focused on student progress in learning.	**QUALITY** Teacher's system for obtaining, interpreting, and acting on information on student progress is frequently mechanical and is only occasionally focused on student progress in learning.	**QUALITY** Teacher's system for obtaining, interpreting, and acting on information on student progress is almost always/always mechanical and is rarely/never focused on student progress in learning.
Teacher consistently uses a variety of effective, creative, unique, and/or innovative strategies for monitoring, assessing, and/or providing feedback on student progress.	Teacher uses effective strategies for monitoring, and assessing, and/or providing feedback on student progress.	Teacher occasionally uses effective strategies for monitoring, and assessing, and/or providing feedback on student progress.	Teacher rarely/never uses effective strategies for monitoring, and assessing, and/or providing feedback on student progress.
The teacher consistently acts on assessment data before moving from one stage of instruction to the next and to plan new instruction.	The teacher acts on assessment data before moving from one stage of instruction to the next and to plan new instruction.	The teacher moves from one stage of instruction to the next and plans new instruction with limited information regarding student progress.	The teacher moves from one stage of instruction to the next and plans new instruction with little/no information regarding student progress.
The teacher consistently provides positive, specific, and timely feedback which results in student progress toward learning goals (e.g., students repeating their successes and correcting their mistakes).	The teacher provides positive, specific, and timely feedback which results in student progress toward learning goals (e.g., students repeating their successes and correcting their mistakes).	The teacher's feedback to students is occasionally positive, specific, and/or timely; feedback occasionally results in student progress toward learning goals (e.g., students repeating their successes and correcting their mistakes).	The teacher's feedback to students is rarely/never positive; feedback rarely/never results in student progress toward learning goals (e.g., students repeating their successes and correcting their mistakes).
The teacher consistently uses monitoring and assessment strategies that reflect an understanding of the unique needs and characteristics of students.	The teacher uses monitoring and assessment strategies that reflect an understanding of the unique needs and characteristics of students.	The teacher occasionally uses monitoring and assessment strategies that reflect an understanding of the unique needs and characteristics of students.	The teacher rarely/never uses monitoring and assessment strategies that reflect an understanding of the unique needs and characteristics of students.
The teacher consistently conducts formal/informal formative assessments and consistently acts on that information to adjust learning to promote student learning.	The teacher conducts formal/informal formative assessments and acts on that information to adjust learning to promote student learning.	The teacher occasionally conducts formal/informal formative assessments and occasionally acts on that information to adjust learning to promote student learning.	The teacher rarely/never conducts formal/informal formative assessments and rarely/never acts on that information to adjust learning to promote student learning.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** Academic progress of students is monitored and assessed using both formative and summative assessment.	**QUANTITY** **MOST OF THE TIME (80-89%)** Academic progress of students is monitored and assessed using both formative and summative assessment.	**QUANTITY** **SOME OF THE TIME (50-79%)** Academic progress of students is monitored and assessed using both formative and summative assessment.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** Academic progress of students is monitored and assessed using both formative and summative assessment.
There is consistent alignment among objectives, instruction, and assessment.	There is consistent alignment among objectives, instruction, and assessment.	There is consistent alignment among objectives, instruction, and assessment.	There is consistent alignment among objectives, instruction, and assessment.

SCORING CRITERIA GUIDE

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Domain III: Evaluation and Feedback on Student Progress

III-2. Assessment and feedback are aligned with goals and objectives and instructional strategies.

Things To Consider

- **Assessment is directly linked to goals and objectives.**
- **Assessment is directly linked to instructional strategies.**
- **Feedback is directly linked to goals/objectives and instructional strategies.**

Quality: **Look for strength, impact, variety, and alignment of the assessment with the objectives. Feedback is specific to the assessment.**

Quantity: **Assessment and feedback are aligned with instructional goals, objectives, and strategies.**

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Specific, positive feedback to all students is consistent and results in successful students repeating their success and unsuccessful students recognizing their errors and becoming successful.	**QUALITY** Positive feedback results in successful students repeating their success and unsuccessful students recognizing their errors and becoming successful.	**QUALITY** Positive feedback is occasional and/or occasionally results in successful students repeating their success and unsuccessful students recognizing their errors and becoming successful.	**QUALITY** Positive feedback is rare/absent and/or rarely/never results in successful students repeating their success and unsuccessful students recognizing their errors and becoming successful.
Teacher consistently uses a variety of effective, creative, unique, and/or innovative strategies for monitoring, assessing, and/or providing feedback on student progress.	Teacher uses strategies for monitoring, assessing, and/or providing feedback on student progress.	Teacher occasionally uses strategies for monitoring, assessing, and/or providing feedback on student progress. **Teacher's system for obtaining, interpreting, and acting on information regarding student progress is frequently mechanical and is occasionally focused on student progress in learning.**	Teacher rarely/never uses a variety of strategies for monitoring, assessing, and/or providing feedback on student progress. **Teacher's system for obtaining, interpreting, and acting on information regarding student progress is almost always/always mechanical and is rarely/never focused on student progress in learning.**
The teacher consistently acts on assessment data before moving from one stage of instruction to the next and to plan new instruction.	The teacher acts on assessment data before moving from one stage of instruction to the next and to plan new instruction.	The teacher moves from one stage of instruction to the next and plans new instruction with limited information regarding student progress in learning.	The teacher moves from one stage of instruction to the next and plans new instruction with little/no information regarding student progress in learning.
The teacher consistently provides positive, specific, and timely feedback which results in student progress toward learning goals.	Positive feedback results in successful students repeating their success and unsuccessful students recognizing their errors and becoming successful.	Positive feedback is occasional and/or occasionally results in successful students repeating their success and unsuccessful students recognizing their errors and becoming successful.	Positive feedback is rare/absent and/or rarely/never results in successful students repeating their success and unsuccessful students recognizing their errors and becoming successful.
Monitoring and assessment strategies consistently reflect an understanding of the unique needs and characteristics of students.	Monitoring and assessment strategies reflect an understanding of the unique needs and characteristics of students.	Monitoring and assessment strategies occasionally reflect an understanding of the unique needs and characteristics of students.	Monitoring and assessment strategies rarely/never reflect an understanding of the unique needs and characteristics of students.

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Domain III-2 Continued			
QUANTITY ALMOST ALL OF THE TIME (90-100%) Assessment and feedback are aligned with instructional goals, objectives, and strategies. so that goals/objectives drive the instructional activities and both formative and summative strategies are assessing the extent to which students did/did not reach the goals/objectives.	QUANTITY MOST OF THE TIME (80-89%) Assessment and feedback are aligned with instructional goals, objectives, and strategies so that goals/objectives drive the instructional activities and both formative and summative strategies are assessing the extent to which students did/did not reach the goals/objectives.	QUANTITY SOME OF THE TIME (50-79%) Assessment and feedback are aligned with instructional goals, objectives, and strategies so that goals/objectives drive the instructional activities and both formative and summative strategies are assessing the extent to which students did/did not reach the goals/objectives.	QUANTITY LESS THAN HALF OF THE TIME (0-49%) Assessment and feedback are aligned with instructional goals, objectives, and strategies so that goals/objectives drive the instructional activities and both formative and summative strategies are assessing the extent to which students did/did not reach the goals/objectives.
Students are monitored and assessed and receive feedback.	Students are monitored and assessed and receive feedback.	Students are monitored and assessed and receive feedback.	Students are monitored and assessed and receive feedback.

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Domain III: Evaluation and Feedback on Student Progress

III-3. Assessment strategies are appropriate to the varied characteristics of students.

Things To Consider

- Assessment strategies reflect developmental level of students.
- Assessment strategies address learning needs of students.

Quality: Assessment strategies produce evidence of student success and/or the need for corrective teaching. Look for strength, impact, variety, and alignment of assessment strategies with varied characteristics of students.

Quantity: Teacher uses a variety of assessment strategies/models to check for understanding.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Assessment strategies consistently produce evidence of student success and/or the need for corrective teaching.	**QUALITY** Assessment strategies produce evidence of student success and/or the need for corrective teaching.	**QUALITY** Assessment strategies occasionally produce evidence of student success and/or the need for corrective teaching.	**QUALITY** Assessment strategies rarely/never produce evidence of student success and/or the need for corrective teaching.
Teacher consistently utilizes creative, unique, and/or innovative assessment strategies that consistently produce evidence of student success and/or the need for corrective teaching.	Assessment strategies produce evidence of student success and/or the need for corrective teaching.	Assessment strategies occasionally produce evidence of student success and/or the need for corrective teaching.	Assessment strategies rarely/never produce evidence of student success and/or the need for corrective teaching.
Teacher consistently utilizes assessment strategies which are chosen and/or customized to fit the developmental level of students.	Teacher utilizes assessment strategies which are appropriate to the developmental level of the students.	Teacher frequently utilizes assessment strategies which are inappropriate for the developmental level of students.	Teacher almost always/always utilizes assessment strategies which are inappropriate to the developmental level of students.
Teacher consistently utilizes assessment strategies which are chosen and/or customized to fit the learning styles of students.	Teacher utilizes assessment strategies which are chosen and/or customized to fit the learning styles of students.	Teacher frequently utilizes assessment strategies which are inappropriate to the learning styles of students.	Teacher almost always/always utilizes assessment strategies which are inappropriate to the learning styles of students.
Teacher consistently utilizes assessment strategies which are chosen and/or customized to fit the unique, special needs of students.	Teacher utilizes assessment strategies which are chosen and/or customized to fit the unique, special needs of students.	Teacher frequently utilizes assessment strategies which are inappropriate to the unique, special needs of students.	Teacher almost always/always utilizes assessment strategies which are inappropriate to the unique, special needs of students.
Teacher consistently utilizes assessment strategies which are chosen and/or customized to fit the unique language/cultural characteristics of students.	Teacher utilizes assessment strategies which are chosen and/or customized to fit the unique language/cultural characteristics of students.	Teacher frequently utilizes assessment strategies which are inappropriate to the unique language/cultural characteristics of students.	Teacher almost always/always utilizes assessment strategies which are inappropriate to the unique, language/cultural characteristics of students.
QUANTITY **ALMOST ALL OF THE TIME(90-100%)** Assessment strategies are appropriate to the varied characteristics of students.	**QUANTITY** **MOST OF THE TIME(80-89%)** Assessment strategies are appropriate to the varied characteristics of students.	**QUANTITY** **SOME OF THE TIME(50-79%)** Assessment strategies are appropriate to the varied characteristics of students.	**QUANTITY** **LESS THAN HALF OF THE TIME(0-49%)** Assessment strategies are appropriate to the varied characteristics of students.

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Domain III: Evaluation and Feedback on Student Progress

III-4. Student learning is reinforced.

Things To Consider

- Learning is positively reinforced.
- Reinforcement communicates high expectations.
- Reinforcement techniques are research based and reflect current knowledge and practice within the content area.
- Reinforcement is appropriate to the needs of the learner.

Quality: Reinforcement results in student engagement and success in the learning. Look for strength, impact, variety, and alignment of reinforcement with the learning.
Quantity: Look for uniformity and consistency of reinforcement.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Reinforcement consistently results in students understanding why they are successful and they are able to repeat their effort and success.	**QUALITY** Reinforcement results in students understanding why they are successful and they are able to repeat their effort and success.	**QUALITY** Reinforcement is sometimes used; it occasionally results in students understanding why they are successful and they are occasionally able to repeat their effort and success.	**QUALITY** Reinforcement is sometimes used; it rarely/never results in students understanding why they are successful and they are rarely/never able to repeat their effort and success.
Intensity and frequency of reinforcement are consistently monitored and adjusted to fit the level of the student performance and the needs of the students.	Intensity and frequency of reinforcement are appropriate to the student performance and the needs of the students.	Intensity and frequency of reinforcement are occasionally appropriate to the student performance and the needs of the students. **Reinforcement is frequently contrived and artificial.**	Intensity and frequency of reinforcement are rarely/never appropriate to the student performance and/or the needs of the students. **Reinforcement is almost always/always contrived and artificial.**
Reinforcement of high level, complex responses and performances is consistently specific to the student and to the response/performance.	Reinforcement of student performance is specific to the student and to the response/performance.	Reinforcement of student performance is occasionally specific to the student and to the response/performance.	Reinforcement of student performance is rarely/never specific to the student and to the response/performance.
Reinforcement consistently results in an increase in the frequency, level, and/or quality of student performances.	Reinforcement results in an increase in the frequency, level, and/or quality of student performances.	Reinforcement occasionally results in an increase in the frequency, level, and/or quality of student performances.	Reinforcement rarely/never results in an increase in the frequency, level, and/or quality of student performances.
Students consistently self-assess and provide feedback for themselves and/or their peers.	Teacher appropriately reinforces learning.	Teacher occasionally appropriately reinforces learning.	Teacher rarely/never appropriately reinforces learning.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** Successful student learning is acknowledged/positively reinforced.	**QUANTITY** **MOST OF THE TIME (80-89%)** Successful student learning is acknowledged/positively reinforced.	**QUANTITY** **SOME OF THE TIME (50-79%)** Successful student learning is acknowledged/positively reinforced.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** Successful student learning is acknowledged/positively reinforced.
Successful student learning is reinforced using a variety of verbal, nonverbal, and extrinsic strategies.	Successful student learning is reinforced using a variety of verbal, nonverbal, and extrinsic strategies.	Successful student learning is reinforced using a variety of verbal, nonverbal, and extrinsic strategies.	Successful student learning is reinforced using a variety of verbal, nonverbal, and extrinsic strategies.
Reinforcement communicates high expectations for learning and performance.	Reinforcement communicates high expectations for learning and performance.	Reinforcement communicates high expectations for learning and performance.	Reinforcement communicates high expectations for learning and performance.
Reinforcement techniques are research based and reflect current knowledge and practice within the content area.	Reinforcement techniques are research based and reflect current knowledge and practice within the content area.	Reinforcement techniques are research based and reflect current knowledge and practice within the content area.	Reinforcement techniques are research based and reflect current knowledge and practice within the content area.

SCORING CRITERIA GUIDE

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Domain III: Evaluation and Feedback on Student Progress

III-5. Students receive specific, constructive feedback.

Things To Consider

- Teacher gives specific and immediate feedback, when appropriate.
- Feedback pinpoints needed corrections.
- Feedback provides clarification of the content.
- Feedback moves the student toward success with the learning objective.

Quality: Feedback results in student engagement and success in the learning process. Look for strength, impact, variety, and alignment of the feedback with the learning objective.

Quantity: Focus on the specific and timely feedback.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Feedback consistently results in students understanding why they are successful (so that they repeat/extend to a higher level their effort and success) and/or why they are unsuccessful (so that they correct their understanding/errors and are successful).	**QUALITY** Feedback results in students understanding why they are successful (so that they repeat their effort and success) and/or why they are unsuccessful (so that they correct their understanding/errors and are successful).	**QUALITY** Feedback is present but only occasionally results in students understanding why they are successful (so that they repeat their effort and success) and/or why they are unsuccessful (so that they correct their understanding/errors and are successful).	**QUALITY** Feedback is rarely/never present; when it is present, it rarely/never results in students understanding why they are successful (so that they repeat their effort and success) and/or why they are unsuccessful (so that they correct their understanding/errors and are successful).
Timely, specific feedback consistently results in a higher level/frequency of student commitment to the learning.	Timely, specific feedback results in a higher level/frequency of student commitment to the learning.	Feedback is occasionally timely and/or specific; when it is present it occasionally results in a higher level/frequency of student commitment to the learning.	Feedback is rarely/never timely and/or specific; when it is present it rarely/never results in a higher level/frequency of student commitment to the learning.
Teacher consistently utilizes creative, unique, and or innovative strategies to provide students with timely, specific feedback.	Teacher provides students with timely, specific feedback.	Teacher occasionally utilizes effective strategies to provide students with timely, specific feedback. **Feedback is frequently non-specific/ harsh/negative and/or results in students disengaging from the learning.**	Teacher rarely/never utilizes effective strategies to provide students with timely, specific feedback. **Feedback is always/almost always non-specific/ harsh/negative and/or results in students disengaging from the learning.**
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** Students receive timely, specific, and constructive feedback on progress in learning.	**QUANTITY** **MOST OF THE TIME (80-89%)** Students receive timely, specific, and constructive feedback on progress in learning.	**QUANTITY** **SOME OF THE TIME (50-79%)** Students receive timely, specific, and constructive feedback on progress in learning.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** Students receive timely, specific, and constructive feedback on progress in learning.

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Domain III: Evaluation and Feedback on Student Progress

III-6. The teacher provides opportunities for relearning and re-evaluation of material.

Things To Consider

- Teacher identifies content or skill which needs to be re-taught or re-evaluated, as appropriate.
- Teacher utilizes a variety of re-teach and re-evaluation techniques, as appropriate.
- Techniques are research based or reflect current knowledge and practice within the content area.

Quality: Relearning opportunities result in student success. Look for strength, impact, variety, and alignment of the re-teach technique with the learning objective.

Quantity: Focus on the impact of the re-teaching, not the number of times the teacher re-taught or re-evaluated material.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Students are consistently successful as a result of a re-teach and/or have a higher/more complex understanding as a result of a re-evaluation of the learning.	**QUALITY** Students are successful as a result of a re-teach and/or have better understanding as a result of a re-evaluation of the learning.	**QUALITY** Students are occasionally successful as a result of a re-teach and/or have little additional understanding as a result of a re-evaluation of the learning.	**QUALITY** Students are rarely/never successful as a result of a re-teach and/or have little additional understanding as a result of a re-evaluation of the learning.
Teacher consistently uses creative, unique, and/or innovative strategies that result in a high level of student success and/or a higher, more complex understanding.	Teacher uses effective strategies that result in student success in learning.	Teacher occasionally uses effective strategies that result in student success in learning.	Teacher rarely/never uses effective strategies that result in student success in learning.
Teacher consistently uses strategies that fit the unique needs/characteristics of students.	Teacher uses strategies that fit the unique needs/characteristics of students.	Teacher occasionally utilizes strategies that fit the unique needs/characteristics of students.	Teacher rarely/never utilizes strategies that fit the unique needs/characteristics of students.
The teacher consistently monitors and adjusts instruction and reflects an understanding of students by quickly adjusting instruction for additional clarification or for extension of the learning.	The teacher monitors and adjusts instruction and reflects an understanding of students by adjusting instruction for additional clarification or for extension of the learning.	The teacher occasionally monitors and adjusts instruction and/or shows a lack of understanding of students by not adjusting instruction for additional clarification or for extension of the learning.	The teacher rarely/never monitors and adjusts instruction and/or shows a lack of understanding of students by not adjusting instruction for additional clarification or for extension of the learning.
QUANTITY **ALMOST ALL OF THE TIME(90-100%)** The teacher provides opportunities for relearning and re-evaluation of material, when appropriate.	**QUANTITY** **MOST OF THE TIME(80-89%)** The teacher provides opportunities for relearning and re-evaluation of material, when appropriate.	**QUANTITY** **SOME OF THE TIME(50-79%)** The teacher provides opportunities for relearning and re-evaluation of material, when appropriate.	**QUANTITY** **LESS THAN HALF OF THE TIME(0-49%)** The teacher provides opportunities for relearning and re-evaluation of material, when appropriate.
Techniques for re-teaching and/or re-evaluation are researched based and reflect current knowledge and practice within the content area.	Techniques for re-teaching and/or re-evaluation are researched based and reflect current knowledge and practice within the correct area.	Techniques for re-teaching and/or re-evaluation are researched based and reflect current knowledge and practice within the content area.	Techniques for re-teaching and/or re-evaluation are researched based and reflect current knowledge and practice within the content area.
The teacher uses a variety of strategies to effectively re-teach and/or re-evaluate learning.	The teacher uses a variety of strategies to effectively re-teach and/or re-evaluate learning.	The teacher uses a variety of strategies to effectively re-teach and/or re-evaluate learning.	The teacher uses a variety of strategies to effectively re-teach and/or re-evaluate learning.

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NOTE: (1) The "Proficient" Standard in this Domain is **HIGHER** due to needs for consistency and safety. Exceeds Expectations requires participation in the development of discipline and other management procedures.

NOTE: (2) The criteria in Domain IV relate to the **MANAGEMENT** of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success.

The critical attributes of EACH criterion MUST be considered separately.

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials

IV-1. The teacher effectively implements the discipline management procedures approved by the campus. Any lack of effective implementation is rare, inadvertent, and does not seriously compromise the needs of students or the effective operation of the classroom or campus.

Things To Consider

- Campus-adopted discipline management process is in evidence in the teacher's normal rules and routines of the classroom and school-related activities.
- Lack of implementation is "rare, inadvertent, and does not seriously compromise" the needs of students or the effective operation of the classroom or campus.
- [See NOTE (1) & (2).]

Quality: Student behavior is appropriate. The classroom is safe. Teacher response to misbehavior is highly effective and sensitive to student's individual needs. Look for strength, impact, variety, and alignment of the discipline management process with instructional goals and objectives.

Quantity: Look for uniformity and consistency in implementation.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Student behavior is consistently appropriate.	**QUALITY** Student behavior is appropriate.	**QUALITY** Student behavior is occasionally appropriate.	**QUALITY** Student behavior is rarely/never appropriate.
Discipline management procedures are consistently implemented. Unique, creative, and/or innovative strategies are consistently used to implement the discipline management procedures.	Discipline management procedures are implemented.	Discipline management procedures are occasionally implemented. **Any lack of effective implementation is rare, inadvertent, and does not seriously compromise the needs of students or the effective operation of the classroom or campus.**	Discipline management procedures are rarely/never implemented. **AND/OR Lack of implementation is repetitive and/or intentional and seriously compromises the needs of students or the effective operation of the classroom or campus.**
Implementation of the discipline management plan consistently reflects an understanding of the unique needs/characteristics of students.	Implementation of the discipline management plan reflects an understanding of the unique needs/characteristics of students.	Implementation of the discipline management plan occasionally reflects an understanding of the unique needs/characteristics of students. **The lack of understanding of the unique needs/characteristics of the students is repetitive and/or intentional but does not seriously compromise the needs of students.**	Implementation of the discipline management plan rarely/never reflects an understanding of the unique needs/characteristics of students. **AND/OR Lack of understanding of the unique needs/characteristics of students is repetitive and/or intentional and seriously compromises the needs of students or the effective operation of the classroom or campus.**
Implementation of the discipline management plan consistently relies on high interest/relevant classroom instruction.	Implementation of the discipline management plan relies on high interest/relevant classroom instruction.	Implementation of the discipline management plan occasionally relies on high interest/relevant classroom instruction. **Implementation frequently relies on the enforcement of rules/consequences.**	Implementation of the discipline management plan rarely/never relies on high interest/relevant classroom instruction. **Implementation almost always/always relies on the enforcement of rules/consequences.**
Students are consistently engaged in appropriate self-direction/self-management.	Students are engaged in appropriate self-direction/self-management.	Students are occasionally engaged in appropriate self-direction/self-management.	Students are rarely/never engaged in appropriate self-direction/self-management.

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NOTE: (1) The "Proficient" Standard in this Domain is **HIGHER** due to needs for consistency and safety. Exceeds Expectations requires participation in the development of discipline and other management procedures.

NOTE: (2) The criteria in Domain IV relate to the **MANAGEMENT** of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success.

The critical attributes of EACH criterion MUST be considered separately.

Domain IV-I Continued

Implementation of the discipline management plan consistently results in a positive, supportive, respectful classroom environment.	Implementation of the discipline management plan results in a positive, supportive, respectful classroom environment.	Implementation of the discipline management plan occasionally results in a positive, supportive, respectful classroom environment. Any **lack of a positive, supportive, respectful classroom environment does not seriously compromise the needs of the students or the effective operation of the classroom or campus.**	Implementation of the discipline management plan rarely/never relies on a positive, supportive, respectful classroom environment. **AND/OR Lack of a positive, supportive, respectful classroom environment seriously compromises the needs of the students or the effective operation of the classroom or campus.**
The teacher participates in the development of the discipline management procedures and offers suggestions for improvement.	Discipline management procedures are implemented.	Discipline management procedures are occasionally implemented.	Discipline management procedures are rarely/never implemented.
Any lack of effective implementation is rare/inadvertent and does not seriously compromise the needs of students or the effective operation of the classroom or campus.	Any lack of effective implementation is rare/inadvertent and does not seriously compromise the needs of students or the effective operation of the classroom or campus.	There are some elements of the plan that are not implemented but the lack of effective implementation is random/inadvertent and does not seriously compromise the needs of students or the effective operation of the classroom or campus.	Lack of implementation is repetitive and/or intentional and seriously compromises the needs of students or the effective operation of the classroom or campus.
QUANTITY **ALMOST ALL OF THE TIME(90-100%)** The teacher implements the discipline management procedures approved by the campus.	**QUANTITY** **MOST OF THE TIME (80-89%)** The teacher implements the discipline management procedures approved by the campus.	**QUANTITY** **SOME OF THE TIME(50-79%)** The teacher implements the discipline management procedures approved by the campus.	**QUANTITY** **LESS THAN HALF OF THE TIME(0-49%)** The teacher implements the discipline management procedures approved by the campus.

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NOTE: (1) The "Proficient" Standard in this Domain is **HIGHER** due to needs for consistency and safety. Exceeds Expectations requires participation in the development of discipline and other management procedures.

NOTE: (2) The criteria in Domain IV relate to the **MANAGEMENT** of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success. The critical attributes of EACH criterion MUST be considered separately.

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials

IV-2. The teacher establishes a classroom environment that promotes and encourages self-discipline and self-directed learning.

Things To Consider

- Classroom procedures and routines result in student self-management of behavior.
- Classroom procedures and routines result in student self-directed extensions and application of learning.
- [See NOTE (2).]

Quality: Student behavior is appropriate. Students are productively engaged. Teacher establishes high expectations for the learning and behavior of all students. Look for strength, impact, variety, and alignment of classroom routines with learning objectives.

Quantity: Look for uniformity and consistency of behavior.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Student behavior is consistently appropriate.	**QUALITY** Student behavior is appropriate.	**QUALITY** Student behavior is occasionally appropriate.	**QUALITY** Student behavior is rarely/never appropriate.
Students are consistently engaged in appropriate self-direction/self-management learning.	Students are engaged in appropriate self-direction/self-management learning.	Students are occasionally engaged in appropriate self-direction/self-management learning. **Appropriate behavior is frequently the result of manipulation and/or enforcement of rules/consequences.**	Students are rarely/never engaged in appropriate self-direction/self-management learning. **Appropriate behavior is almost always/always the result of manipulation and/or enforcement of rules/consequences.**
Unique, creative, and/or innovative strategies are consistently used to promote and encourage self-discipline and self-directed learning and reflect an understanding of the unique needs/characteristics of students.	Strategies to promote and encourage self-discipline and self-directed learning reflect an understanding of the unique needs/characteristics of students.	Strategies to promote and encourage self-discipline and self-directed learning occasionally reflect an understanding of the unique needs/characteristics of students.	Strategies to promote and encourage self-discipline and self-directed learning rarely/never reflect an understanding of the unique needs/characteristics of students.
The teacher consistently creates a safe, positive, supportive, respectful environment so that students take appropriate risks in the learning.	The teacher creates a safe, positive, supportive, respectful environment so that students take appropriate risks in the learning.	The teacher occasionally creates a safe, positive, supportive, respectful environment so that students take appropriate risks in the learning.	The teacher rarely/never creates a safe, positive, supportive, respectful environment so that students take appropriate risks in the learning.
High-interest/relevant classroom instruction consistently provide vehicles for self-management and self-directed learning.	High-interest/relevant classroom instruction provide vehicles for self-management and self-directed learning.	High-interest/relevant classroom instruction occasionally provide vehicles for self-management and self-directed learning.	High-interest/relevant classroom instruction rarely/never provide vehicles for self-management and self-directed learning.

SCORING CRITERIA GUIDE

Performance at the "Proficient" Level is primarily based upon formal classroom observation(s).
Other documentary evidence, as needed, may be collected over the entire appraisal period.
Performance at the "Proficient" Level **MAY** be inferred for a criterion if 80% of the criteria in the Domain **ARE** documented at the "Proficient" or Exceeds Expectations Levels and **NO** criteria are documented at Below Expectations or Unsatisfactory.

NOTE: (1) The "Proficient" Standard in this Domain is **HIGHER** due to needs for consistency and safety. Exceeds Expectations requires participation in the development of discipline and other management procedures.

NOTE: (2) The criteria in Domain IV relate to the **MANAGEMENT** of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success.

The critical attributes of EACH criterion MUST be considered separately.

Domain IV-2 Continued

QUANTITY **ALMOST ALL OF THE TIME(90-100%)**	**QUANTITY** **MOST OF THE TIME(80-89%)**	**QUANTITY** **SOME OF THE TIME(50-79%)**	**QUANTITY** **LESS THAN HALF OF THE TIME(0-49%)**
The teacher establishes a classroom environment that promotes and encourages self-discipline and self-directed learning.	The teacher establishes a classroom environment that promotes and encourages self-discipline and self-directed learning.	The teacher establishes a classroom environment that promotes and encourages self-discipline and self-directed learning.	The teacher establishes a classroom environment that promotes and encourages self-discipline and self-directed learning.
The teacher plans and implements instruction to provide opportunities for self-directed learning.	The teacher plans and implements instruction to provide opportunities for self-directed learning.	The teacher plans and implements instruction to provide opportunities for self-directed learning.	The teacher plans and implements instruction to provide opportunities for self-directed learning.

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NOTE: (1) The "Proficient" Standard in this Domain is HIGHER due to needs for consistency and safety. Exceeds Expectations requires participation in the development of discipline and other management procedures.

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The critical attributes of EACH criterion MUST be considered separately.

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials

IV-3. The teacher interacts with students in an equitable manner, including fair application of rules.

Things To Consider

- Teacher provides opportunities for all students to participate.
- Teacher relates to students in an equitable and consistent manner.
- Teacher is fair in the application of rules.
- [See NOTE (1) & (2).]

Quality: Teacher interactions are appropriate to developmental, cultural norms and varied characteristics of students.. Teacher-student interactions demonstrate respect.

Quantity: Look for uniformity and consistency in interactions.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY All interactions (teacher/student and student/student) are consistently courteous and respectful.	**QUALITY** All interactions (teacher/student and student/student) are courteous and respectful.	**QUALITY** Interactions (teacher/student and student/student) are occasionally courteous and respectful. **Interactions (teacher/student and student/student) frequently lack courtesy, but the interactions do not compromise the needs of students.**	**QUALITY** Interactions (teacher/student and student/student) are rarely/never courteous and respectful. **Interactions (teacher/student and student/student) almost always/always lack courtesy and/or the interactions seriously compromises the needs of students.**
Rules are applied consistently and fairly to all students.	Rules are applied consistently and fairly to all students.	Rules are occasionally applied consistently and/or fairly to all students. **Inconsistency and/or unfairness in the application of rules does not compromise the needs of students.**	Rules are rarely/never applied consistently/fairly to all students. **AND/OR Inconsistency and/or unfairness in the application of rules seriously compromise the needs of students.**
Interactions consistently reflect an awareness of the unique needs/characteristics of students.	Interactions reflect an awareness of the unique needs/characteristics of students.	Interactions occasionally reflect an awareness of the unique needs/characteristics of students. **Lack of courteousness or respect does not seriously compromise the needs of the students.**	Interactions rarely/never reflect an awareness of the unique needs/characteristics of students. **AND/OR Lack of an awareness of the unique needs/characteristics of students seriously compromises the needs of the students.**
Teacher is consistently courteous and respectful even when circumstances make it difficult to do so. Interactions are not only courteous/respectful but serve to support, dignify, and encourage student efforts in learning.	Teacher is courteous and respectful even when circumstances make it difficult to do so.	Teacher is occasionally courteous and respectful even when circumstances make it difficult to do so. **Lack of courteousness or respect does not seriously compromise the needs of the students.**	Teacher is rarely/never courteous and respectful even when circumstances make it difficult to do so. **AND/OR Lack of courteousness or respect seriously compromises the needs of the students.**

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SCORING CRITERIA GUIDE

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NOTE: (1) The "Proficient" Standard in this Domain is HIGHER due to needs for consistency and safety. Exceeds Expectations requires participation in the development of discipline and other management procedures.

NOTE: (2) The criteria in Domain IV relate to the MANAGEMENT of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success.

The critical attributes of EACH criterion MUST be considered separately.

Domain IV-3 Continued

QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher interacts with students in an equitable manner, including fair application of rules.	**QUANTITY** **MOST OF THE TIME(80-89%)** The teacher interacts with students in an equitable manner, including fair application of rules.	**QUANTITY** **SOME OF THE TIME(50-79%)** The teacher interacts with students in an equitable manner, including fair application of rules.	**QUANTITY** **LESS THAN HALF OF THE TIME(0-49%)** The teacher interacts with students in an equitable manner, including fair application of rules.

SCORING CRITERIA GUIDE

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Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials

IV-4. The teacher specifies expectations for desired behavior.

Things To Consider

- Teacher explains expectations for behavior.
- Teacher restates expectations when behavior is not appropriate.
- [See NOTE (2).]

Quality: Student behavior is appropriate. Teacher states reason for desired student behavior. Student behavior is consistent with stated expectations.

Quantity: Focus on appropriate behavior, not the overt statement of expectations. Focus on the number of students behaving appropriately.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Students consistently understand and meet the expectations for desired behavior.	**QUALITY** Students understand and meet the expectations for desired behavior.	**QUALITY** Students occasionally understand and meet the expectations for desired behavior.	**QUALITY** Students rarely/never understand and meet the expectations for desired behavior.
Students are consistently engaged in appropriate self-direction/self-management and learning.	Students are engaged in appropriate self-direction/self-management and learning.	Students are occasionally engaged in appropriate self-direction/self-management and learning. **Appropriate behavior is frequently the result of teacher manipulation and enforcement of rules/consequences rather than engagement in learning.**	Students are rarely engaged in appropriate self-direction/self-management and learning. **Appropriate behavior is almost always/ always the result of teacher manipulation and enforcement of rules/consequences rather than engagement in learning.**
Unique, creative, and/or innovative strategies are consistently used to promote and encourage self-discipline and self-directed learning.	Students understand and meet the expectations for desired behavior.	Students occasionally understand and meet the expectations for desired behavior.	Students rarely/never understand and meet the expectations for desired behavior.
High-interest/relevant classroom instruction frequently and consistently provide vehicles for self-management and self-directed learning.	Students understand and meet the expectations for desired behavior.	Students occasionally understand and meet the expectations for desired behavior.	Students rarely/never understand and meet the expectations for desired behavior.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher specifies expectations for desired behavior.	**QUANTITY** **MOST OF THE TIME (80-89%)** The teacher specifies expectations for desired behavior.	**QUANTITY** **SOME OF THE TIME (50-79%)** The teacher specifies expectations for desired behavior.	**QUANTITY** **LESS OF THE TIME (0-49%)** The teacher specifies expectations for desired behavior.

SCORING CRITERIA GUIDE

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NOTE: (1) The "Proficient" Standard in this Domain is **HIGHER** due to needs for consistency and safety. Exceeds Expectations requires participation in the development of discipline and other management procedures.

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The critical attributes of EACH criterion MUST be considered separately.

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials

IV-5. The teacher intervenes and re-directs off-task, inappropriate, or disruptive behavior.

Things To Consider

- Teacher identifies students engaged in activities other than the assigned task.
- Teacher re-directs students in accordance with adopted campus discipline management policies.
- [See inference opening statement for Domain IV]
- [See Note (1) & (2).]

Quality: Student behavior is appropriate. Monitoring is subtle and preventative. Look for strength, impact, variety, impact, and alignment of intervention with the behavior.

Quantity: Focus on appropriate behavior not the overt redirection of behavior. Look for uniformity and consistency of interventions.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The off-task, inappropriate, or disruptive behavior stops.	**QUALITY** The off-task, inappropriate, or disruptive behavior stops.	**QUALITY** The off-task, inappropriate, or disruptive behavior occasionally stops after redirection.	**QUALITY** The off-task, inappropriate, or disruptive behavior rarely/never stops after redirection.
There is little or no need to stop/redirect behavior because students are consistently engaged in quality learning and behaving appropriately.	Students are engaged in learning and behaving appropriately.	Students are occasionally engaged in learning and behaving appropriately. The teacher frequently must redirect off-task, inappropriate or disruptive behavior because students show little interest/engagement in the learning.	Students are rarely/never engaged in learning and behaving appropriately. The teacher almost always/always must redirect off-task, inappropriate or disruptive behavior because students show little interest/engagement in the learning.
There is little or no need to stop/redirect behavior because the teacher has created a learning environment that is consistently safe, positive, supportive, and risk-free.	The teacher has created a learning environment that is safe, positive, supportive, and risk-free.	The teacher has created a learning environment that is occasionally safe, positive, supportive, and risk-free. **Where the learning environment is frequently inappropriate, the needs of the students or effective operations of the campus/district have not been seriously compromised.**	The teacher has created a learning environment that is rarely/never safe, positive, supportive, and risk-free. **AND/OR Where the learning environment is inappropriate, the needs of the students or the effective operations of the campus/district are seriously compromised.**
The teacher consistently plans instruction that is challenging and that permits students to be consistently successful.	The teacher plans instruction that is challenging and that permits students to be successful.	The teacher occasionally plans instruction that is challenging and that permits students to be successful. There is a need to frequently stop/redirect behavior.	The teacher rarely/never plans instruction that is challenging and that permits students to be successful. There is almost always/always a need to frequently stop/redirect behavior.
There is little or no need to stop/redirect behavior because the teacher patiently assists students who are frustrated and/or unsuccessful.	Students are engaged in learning and behaving appropriately.	Students are occasionally engaged in learning and behaving appropriately.	Students are rarely/never engaged in learning and behaving appropriately.

SCORING CRITERIA GUIDE

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NOTE: (1) The "Proficient" Standard in this Domain is **HIGHER** due to needs for consistency and safety. Exceeds Expectations requires participation in the development of discipline and other management procedures.

NOTE: (2) The criteria in Domain IV relate to the **MANAGEMENT** of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success.
The critical attributes of EACH criterion MUST be considered separately.

Domain IV-5 Continued

The teacher consistently intervenes and re-directs off-task, inappropriate, or disruptive behavior in ways that preserve the student's dignity.	The teacher intervenes and re-directs off-task, inappropriate, or disruptive behavior in ways that preserve the student's dignity.	The teacher occasionally intervenes and re-directs off-task, inappropriate, or disruptive behavior in ways that preserve the student's dignity. **The dignity and needs of students are not seriously compromised by the intervention/redirection.**	The teacher rarely/never intervenes and re-directs off-task, inappropriate, or disruptive behavior in ways that preserve the student's dignity. **AND/OR The dignity and needs of students are seriously compromised by the intervention/redirection.**
The teacher uses creative, unique, and/or innovative strategies to stop-redirect off-task and/or disruptive behavior.	Students are engaged in learning and behaving appropriately.	Students are occasionally engaged in learning and behaving appropriately.	Students are rarely/never engaged in learning and behaving appropriately.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher intervenes and re-directs off-task, inappropriate, or disruptive behavior.	**QUANTITY** **MOST OF THE TIME (80-89%)** The teacher intervenes and re-directs off-task, inappropriate, or disruptive behavior.	**QUANTITY** **SOME OF THE TIME (50-79%)** The teacher intervenes and re-directs off-task, inappropriate, or disruptive behavior.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** The teacher intervenes and re-directs off-task, inappropriate, or disruptive behavior.

SCORING CRITERIA GUIDE

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Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials

IV-6. The teacher reinforces desired behavior when appropriate.

Things To Consider

- Teacher offers accurate and specific feedback to individuals or the class.
- Teacher does not reinforce inappropriate behavior.
- [See NOTE (2).]

Quality: Reinforcement results in desired change in behavior. Look for strength, impact, variety, and alignment of teacher response with the exhibited behavior.

Quantity: Focus on the appropriateness of reinforcement, not the number of times behavior is reinforced. Look for uniformity and consistency of reinforcement.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Reinforcement results in desired behavior change or causes desired behavior to be repeated.	**QUALITY** Reinforcement results in desired behavior change or causes desired behavior to be repeated.	**QUALITY** Reinforcement occasionally results in desired behavior change or causes desired behavior to be repeated.	**QUALITY** Reinforcement rarely/never results in desired behavior change or causes desired behavior to be repeated.
Inappropriate behavior is rare because of the use of positive reinforcement of appropriate behavior.	Positive reinforcement of appropriate behavior is used as a method of encouraging/promoting and establishing models of appropriate behavior.	Positive reinforcement of appropriate behavior is occasionally used as a method of encouraging/promoting and establishing models of appropriate behavior.	Positive reinforcement of appropriate behavior is rarely/never used as a method of encouraging/promoting and establishing models of appropriate behavior.
Reinforcement of behavior is consistently used to encourage/promote appropriate behavior and not simply to redirect inappropriate behavior. Reinforcement is consistently specific to the student and specific to the behavior.	Reinforcement is specific to the student and specific to the behavior.	Reinforcement is occasionally specific to the student and specific to the behavior.	Reinforcement is rarely/never specific to the student and specific to the behavior.
Use of reinforcement of behavior consistently reflects an understanding of the unique needs/characteristics of students so that reinforcement has an appropriate level of intensity appropriate to the behavior.	Use of reinforcement of behavior reflects an understanding of the unique needs/characteristics of students so that reinforcement has an appropriate level of intensity appropriate to the behavior.	Use of reinforcement of behavior occasionally reflects an understanding of the unique needs/characteristics of students so that reinforcement has an appropriate level of intensity appropriate to the behavior.	Use of reinforcement of behavior rarely/never reflects an understanding of the unique needs/characteristics of students so that reinforcement has an appropriate level of intensity appropriate to the behavior.
Use of reinforcement of behavior consistently reflects an understanding of the unique needs/characteristics of students so that reinforcement has an appropriate frequency.	Use of reinforcement of behavior reflects an understanding of the unique needs/characteristics of students so that reinforcement has an appropriate frequency.	The use of reinforcement of behavior occasionally reflects an understanding of the unique needs/characteristics of students so that reinforcement has only a limited effect on the frequency of appropriate behavior.	The use of reinforcement of behavior rarely/never reflects an understanding of the unique needs/characteristics of students so that reinforcement has little/no effect on the frequency of appropriate behavior.

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The critical attributes of EACH criterion MUST be considered separately.

Domain IV-6 Continued

QUANTITY **ALMOST ALL OF THE TIME (90-100%)**	**QUANTITY** **MOST OF THE TIME (80-89%)**	**QUANTITY** **SOME OF THE TIME (50-79%)**	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)**
The teacher reinforces desired behavior when appropriate.	The teacher reinforces desired behavior when appropriate.	The teacher reinforces desired behavior when appropriate.	The teacher reinforces desired behavior when appropriate.

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Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials

IV-7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.

Things To Consider

- Teacher selects instructional materials that reflect ethnic diversity, gender equity and the learning needs of students.
- Students have equal access to appropriate instructional materials.
- [See NOTE (2).]

Quality: Teacher is aware of resources available through the school, district, professional organizations and community. Teacher seeks out and evaluates materials needed to enhance instruction. Instructional materials contribute to student success. Look for strength, impact, variety, and alignment of instructional materials with goals and objectives.

Quantity: Focus is on the consistent use of appropriate instructional materials.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The teacher seeks out resources and instructional materials that are equitable and acknowledge the varied characteristics of all students.	QUALITY The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.	QUALITY The instructional materials selected by the teacher are occasionally equitable and acknowledge the varied characteristics of all students.	QUALITY The instructional materials selected by the teacher are rarely/never equitable and acknowledge the varied characteristics of all students.
The teacher utilizes unique and creative methods for including instructional materials aligned with the learning goals/ objective that reflect ethnic diversity, gender equality and learning needs of the students.	The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.	The instructional materials selected by the teacher are occasionally equitable and acknowledge the varied characteristics of all students.	The instructional materials selected by the teacher are rarely/never equitable and acknowledge the varied characteristics of all students.
The teacher utilizes unique and creative methods for including instructional materials aligned with the goals/objectives that engage students and ensure success.	The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.	The instructional materials selected by the teacher are occasionally equitable and acknowledge the varied characteristics of all students.	The instructional materials selected by the teacher are rarely/never equitable and acknowledge the varied characteristics of all students.
QUANTITY ALMOST ALL OF THE TIME (90-100%) The teacher uses appropriate instructional materials.	QUANTITY MOST OF THE TIME (80-89%) The teacher uses appropriate instructional materials.	QUANTITY SOME OF THE TIME (50-79%) The teacher uses appropriate instructional materials.	QAUNTITY LESS THAN HALF OF THE TIME (0-49%) The teacher uses appropriate instructional materials.

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Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials

IV-8. The teacher effectively and efficiently manages time and materials.

Things To Consider

- Teacher has materials ready for instruction.
- Academic learning time is maximized.
- [See NOTE (2).]

Quality: Routines for handling materials occur without loss of instructional time. Transitions are seamless. Look for strength, impact, variety, and alignment of materials with student success in the learning.

Quantity: Focus on the amount of time for teaching and learning.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The teacher organizes and uses unique and creative instructional materials aligned with the learning goals/objectives that promote student success.	**QUALITY** The teacher has appropriate materials ready for instruction.	**QUALITY** The teacher occasionally has appropriate materials ready for instruction. **Students frequently lose opportunities for learning.**	**QUALITY** The teacher rarely/never has appropriate materials ready for instruction. **Students always/almost always lose opportunities for learning.**
Transitions are seamless; routines for handling materials are effective and result in student success and maximum use of instructional time.	Transitions and routines for handling materials are appropriate for the learning.	Transitions and routines for handling materials are occasionally appropriate for the learning. **Students frequently lose opportunities for learning.**	Transitions and routines for handling materials are rarely/never appropriate for the learning. **Students almost always/ always lose opportunities for learning.**
The teacher consistently establishes routines and procedures that promote student responsibility for materials and transitions in the learning.	The teacher establishes routines and procedures that promote student responsibility for materials and transitions in the learning.	The teacher occasionally establishes routines and procedures that promote student responsibility for materials and transitions in the learning.	The teacher rarely/never establishes routines and procedures that promote student responsibility for materials and transitions in the learning.
QUANTITY **ALMOST ALL OF THE TIME(90-100%)** The teacher utilizes available time as "academic learning time."	**QUANTITY** **MOST OF THE TIME(80-89%)** The teacher utilizes available time as "academic learning time."	**QUANTITY** **SOME OF THE TIME(50-79%)** The teacher utilizes available time as "academic learning time."	**QUANTITY** **LESS THAN HALF OF THE TIME(0-49%)** The teacher utilizes available time as "academic learning time."

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Domain V: Professional Communication

V-1. The teacher uses appropriate and accurate written communication with students.

Things To Consider

- Teacher's written communication is without significant error in content or presentation.
- Errors are corrected.
- Errors do not interfere with the ability of students to learn.

Quality: Students are successful in the learning. Focus on the clarity of written communications. Written communications are legible. Look for strength, impact, variety, and alignment of the communication with the learning objectives.

Quantity: Focus on the extent to which written communication supports learning.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The teacher consistently uses appropriate and accurate written communication with students.	**QUALITY** The teacher uses appropriate and accurate written communication with students.	**QUALITY** The teacher occasionally uses appropriate and accurate written communication with students. **The teacher frequently uses inappropriate and inaccurate written communication with students.**	**QUALITY** The teacher rarely/never uses appropriate and accurate written communication with students. **The teacher almost always/always uses inappropriate and inaccurate written communication with students.**
The teacher consistently utilizes unique and creative ways to provide students with clear/accurate information, specific directives, corrective and reinforcing feedback that facilitates/encourages learning.	The teacher utilizes ways to provide students with information, directives and feedback that facilitates learning.	The teacher occasionally utilizes ways to provide students with information, directives and feedback that facilitates learning. **The teacher's written communication with students results in confusion that occasionally impedes learning.**	The teacher never/rarely utilizes ways to provide students with information, directives and feedback that facilitates learning. **The teacher's communication with students results in confusion that impedes learning.**
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher uses appropriate and accurate written communication with students.	**QUANTITY** **MOST OF THE TIME (80-89%)** The teacher uses appropriate and accurate written communication with students.	**QUANTITY** **SOME OF THE TIME (50-79%)** The teacher uses appropriate and accurate written communication with students.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** The teacher uses appropriate and accurate written communication with students.

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Domain V: Professional Communication

V-2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.

Things To Consider

- The teacher's verbal and non-verbal communication establishes a learning climate that enhances student's ability to learn.
- Teacher's verbal communication is without significant error in content or presentation.
- Verbal and non-verbal errors are corrected.

Quality: Students are successful in the learning. Focus on the clarity of oral communication. Oral communication is audible. Classroom environment is conducive to learning. Look for strength, impact, variety, and alignment of the communication with the learning objective.

Quantity: Focus on the extent to which oral communication supports learning.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The teacher's verbal and non-verbal communication consistently establishes a positive learning climate that promotes student learning and student success.	QUALITY The teacher's verbal and non-verbal communication establishes a learning climate that is positive and conducive to learning.	QUALITY The teacher's verbal and non-verbal communication occasionally establishes a learning climate that is positive and conducive to learning. **Errors are inadvertent and do not seriously compromise the needs of students or the effective and legal operation of campus/district.**	QUALITY The teacher's verbal and non-verbal communication rarely/never establishes a learning climate that is positive and conducive to learning. **AND/OR Errors seriously compromise the needs of students or the effective and legal operation of campus/ district.**
The teacher's verbal and non-verbal communication is consistently clear and audible.	The teacher's verbal and non-verbal communication is clear and audible.	The teacher's verbal communication is occasionally clear and audible.	The teacher's verbal communication is rarely/never audible and clear.
The teacher's verbal and non-verbal communication consistently encourages students to take responsible risks in responding, extending, questioning, and/or producing products.	The teacher's verbal and non-verbal communication encourages students to take responsible risks in responding, extending, questioning, and/or producing products.	The teacher's verbal and non-verbal communication occasionally engages students in learning.	The teacher's verbal and non-verbal communication rarely/never engages students in learning.
The teacher's verbal and non-verbal communications consistently assist in the alignment of instruction with learning objectives.	The teacher's verbal and non-verbal communications assist in the alignment of instruction with learning objectives.	The teacher's verbal and non-verbal communications occasionally assist in the alignment of instruction with learning objectives.	The teacher's verbal and non-verbal communications rarely/never assist in the alignment of instruction with learning objectives.
The teacher's verbal and non-verbal communications consistently contribute to the successful learning of students.	The teacher's verbal and non-verbal communications contribute to the successful learning of students.	The teacher's verbal and non-verbal communications occasionally contribute to the successful learning of the students.	The teacher's verbal and non-verbal communications rarely/never contribute to the successful learning of the students.
QUANTITY ALMOST ALL OF THE TIME (90-100%) The teacher's oral communication and non-verbal communication supports a positive learning climate that promotes student success.	QUANTITY MOST OF THE TIME (80-89%) The teacher's oral communication and non-verbal communication supports a positive learning climate that promotes student success.	QUANTITY SOME OF THE TIME (50-79%) The teacher's oral communication and non-verbal communication supports a positive learning climate that promotes student success.	QUANTITY LESS THAN HALF OF THE TIME (0-49%) The teacher's oral communication and non-verbal communication supports a positive learning climate that promotes student success.

SCORING CRITERIA GUIDE

Performance at the "Proficient" Level is based upon formal classroom observation(s) and/or documentary evidence, as needed. Documentary evidence may be collected over the entire appraisal period.

Performance at the "Proficient" Level MAY be inferred for a criterion if 80% of the criteria in the Domain ARE documented at the "Proficient" or Exceeds Expectations Levels and NO criteria are documented at Below Expectations or Unsatisfactory.

Domain V: Professional Communication

V-3. The teacher encourages and supports students who are reluctant and having difficulty.

Things To Consider

- Teacher readily recognizes students who have difficulty in performance.
- Teacher modifies and positively reinforces student learning success.

Quality: Look for strength, impact, variety, and alignment of teacher support and student success. Focus on appropriateness of the modification. Encouragement and support results in student success.

Quantity: Look for uniformity and consistency of encouragement.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The teacher consistently identifies and assesses the needs of the students who are reluctant and having difficulty. The teacher consistently encourages and supports students who are reluctant and having difficulty.	QUALITY The teacher identifies and assesses the needs of the students who are reluctant and having difficulty. The teacher encourages and supports students who are reluctant and having difficulty.	QUALITY The teacher occasionally identifies and assesses the needs of the students who are reluctant and having difficulty. The teacher occasionally encourages and supports students who are reluctant and having difficulty.	QUALITY The teacher rarely/never identifies and assesses the needs of the students who are reluctant and having difficulty. The teacher rarely/never encourages and supports students who are reluctant and having difficulty.
The teacher consistently encourages and supports students who are reluctant and having difficulty.	The teacher encourages and supports students who are reluctant and having difficulty.	The teacher occasionally encourages and supports students who are reluctant and having difficulty.	The teacher rarely/never encourages and supports students who are reluctant and having difficulty.
The teacher consistently uses creative and unique ways to encourage and support students who are reluctant and having difficulty which results in students taking reasonable risks, reduced frustration and willingness to continue engagement in learning.	The teacher uses strategies to encourage and support students who are reluctant and having difficulty.	The teacher occasionally uses strategies to encourage and support students who are reluctant and having difficulty. **The teacher's communication / lack of communication with students who are reluctant and having difficulty frequently results in student frustration, unwillingness to take reasonable risks and/or disengagement.**	The teacher rarely/never uses strategies to encourage and support students who are reluctant and having difficulty. **The teacher's communication / lack of communication with students who are reluctant and having difficulty almost always/ always results in student frustration, unwillingness to take reasonable risks and/or disengagement.**
QUANTITY ALMOST ALL OF THE TIME (90-100%) The teacher encourages and supports students who are reluctant or having difficulty.	QUANTITY MOST OF THE TIME (80-89%) The teacher encourages and supports students who are reluctant or having difficulty.	QUANTITY SOME OF THE TIME (50-79%) The teacher encourages and supports students who are reluctant or having difficulty.	QUANTITY LESS THAN HALF OF THE TIME (0-49%) The teacher encourages and supports students who are reluctant or having difficulty.

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SCORING CRITERIA GUIDE

Performance at the "Proficient" Level is based upon formal classroom observation(s) and/or documentary evidence, as needed.
Documentary evidence may be collected over the entire appraisal period.
Performance at the "Proficient" Level MAY be inferred for a criterion if 80% of the criteria in the Domain ARE documented at the "Proficient" or Exceeds Expectations Levels and NO criteria are documented at Below Expectations or Unsatisfactory.

Domain V: Professional Communication

V-4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.

Things To Consider

- Teacher's written communication is without significant error in content or presentation.
- Written errors are corrected.
- Written errors do not interfere with the intent of the communication to parents, staff, community members, and other professionals.
- Communication reflects sensitivity to community standards.
- [NOTE: The written responses on the Teacher Self-Report are NOT to be used in the evaluation of Domain V.]

Quality: Focus on the clarity of written communication. Written communications are legible. Communication serves a purpose. Communication serves the purpose for which it was written. Look for strength, impact, variety, and alignment of the communication with the intent.

Quantity: Focus on the extent to which written communication is informative.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The teacher consistently uses appropriate and accurate written communication with parents, staff, community members and professionals.	QUALITY The teacher uses appropriate and accurate written communication with parents, staff, community members and professionals.	QUALITY The teacher occasionally uses appropriate and accurate written communication with parents, staff, community members and professionals. **Errors in communication are inadvertant and do not seriously compromise the needs of students or the effective and legal operation of the campus/district.**	QUALITY The teacher rarely/never uses appropriate and accurate written communication with parents, staff, community members and professionals. **AND/OR Errors in communication seriously compromise the needs of students or the effective and legal operation of the campus/district.**
The teacher's written communication with parents, staff, community members and professionals consistently results in positive responses that may include but are not limited to: increased collaboration with participants, increased involvement in the learning community.	The teacher's written communication with parents, staff, community members and professionals results in positive responses.	The teacher's written communication with parents, staff, community members and professionals occasionally results in positive responses. **The teacher's written communication includes comments that are inaccurate, insensitive, or inappropriate.**	The teacher's written communication with parents, staff, community members and professionals rarely/never results in positive responses. **The teacher's written communication includes comments that are inaccurate, insensitive, or inappropriate.**
QUANTITY ALMOST ALL OF THE TIME (90-100%) The teacher uses appropriate and accurate written communication with parents, staff, community members and other professionals.	QUANTITY MOST OF THE TIME (80-89%) The teacher uses appropriate and accurate written communication with parents, staff, community members and other professionals.	QUANTITY SOME OF THE TIME (50-79%) The teacher uses appropriate and accurate written communication with parents, staff, community members and other professionals.	QUANTITY LESS THAN HALF OF THE TIME (0-49%) The teacher uses appropriate and accurate written communication with parents, staff, community members and other professionals.

SCORING CRITERIA GUIDE

Performance at the "Proficient" Level is based upon formal classroom observation(s) and/or documentary evidence, as needed.
Documentary evidence may be collected over the entire appraisal period.
Performance at the "Proficient" Level MAY be inferred for a criterion if 80% of the criteria in the Domain ARE documented at the "Proficient" or Exceeds Expectations Levels and NO criteria are documented at Below Expectations or Unsatisfactory.

Domain V: Professional Communication

V-5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.

Things To Consider

- Teacher's verbal and non-verbal communication establishes a climate of trust and mutual respect.
- Teacher's verbal and non-verbal communication is without significant error in content or presentation.
- Verbal and non-verbal errors are corrected.

Quality: Focus on the clarity of oral communication. Oral communication is audible. Look for strength, impact, variety, and alignment of the communication with the intent.

Quantity: Focus on the extent to which communication interferes with /supports interactions between parents, staff, community members, and other professionals.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The teacher consistently uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and professionals.	**QUALITY** The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and professionals.	**QUALITY** The teacher occasionally uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and professionals. **AND/OR Errors in communication are inadvertant and do not seriously compromise the needs of students or the effective and legal operation of the campus/district.**	**QUALITY** The teacher rarely/never uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and professionals. **AND/OR Errors in communication seriously compromise the needs of students or the effective and legal operation of campus/district.**
The teacher's written communication with parents, staff, community members and professionals consistently results in positive responses that may include but are not limited to increased collaboration, participation, and involvement in the learning community.	The teacher's written communication with parents, staff, community members and professionals results in positive responses.	The teacher's written communication with parents, staff, community members and professionals occasionally results in positive responses. AND/OR **The teacher's use of inappropriate and/or inaccurate verbal and non-verbal communication is inadvertant and does not seriously interfere with trust and mutual respect with parents, staff, community members and professionals.**	The teacher's written communication with parents, staff, community members and professionals rarely/never results in positive responses. **AND/OR The teacher's use of inappropriate and/or inaccurate verbal and non-verbal communicationz seriously interferes with trust and mutual respect with parents, staff, community members and professionals.**
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and other professionals.	**QUANTITY** **MOST OF THE TIME (80-89%)** The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and other professionals.	**QUANTITY** **SOME OF THE TIME (50-79%)** The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and other professionals.	**QUANTITY** **LESS THAN HALF OF THE TIME(0-49%)** The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and other professionals.

SCORING CRITERIA GUIDE

Performance at the "Proficient" Level is based upon formal classroom observation(s) and/or documentary evidence, as needed.
Documentary evidence may be collected over the entire appraisal period.
Performance at the "Proficient" Level MAY be inferred for a criterion if 80% of the criteria in the Domain ARE documented at the "Proficient" or Exceeds Expectations Levels and NO criteria are documented at Below Expectations or Unsatisfactory.

Domain V: Professional Communication

V-6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.

Things To Consider

- Teacher models courtesy and respect through patience and active listening.
- Incorrect responses are handled with dignity.

Quality: Teacher demonstrates support, courtesy and respect for students, parents, staff, community members, and other professionals that enhance student success.
Quantity: Look for uniformity and consistency of interactions.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The teacher consistently models and teaches courtesy and respect by displaying patience and actively listening to students, parents, staff, community members and other professionals.	QUALITY The teacher models and teaches courtesy and respect by displaying patience and actively listening to students, parents, staff, community members and other professionals.	QUALITY The teacher occasionally models and teaches courtesy and respect by displaying patience and actively listening to students, parents, staff, community members and other professionals.	QUALITY The teacher rarely/never models and teaches courtesy and respect by displaying patience and actively listening to students, parents, staff, community members and other professionals.
The teacher consistently establishes a climate that allows both other students and the teacher to provide corrective information for incorrect responses.	The teacher establishes a climate that allows both other students and the teacher to provide corrective information for incorrect responses.	The teacher occasionally establishes a climate that allows both other students and the teacher to provide corrective information for incorrect responses.	The teacher rarely/never establishes a climate that allows both other students and the teacher to provide corrective information for incorrect responses.
QUANTITY ALMOST ALL OF THE TIME (90-100%) The teacher demonstrates support, courtesy, and respect with students, parents, staff, community members and other professionals.	QUANTITY MOST OF THE TIME (80-89%) The teacher demonstrates support, courtesy, and respect with students, parents, staff, community members and other professionals.	QUANTITY SOME OF THE TIME (50-79%) The teacher demonstrates support, courtesy, and respect with students, parents, staff, community members and other professionals.	QUANTITY LESS THAN HALF OF THE TIME (0-49%) The teacher demonstrates support, courtesy, and respect with students, parents, staff, community members and other professionals.

SCORING CRITERIA GUIDE

Performance at the "Proficient" Level is based upon documentary evidence, as needed.
Documentary evidence may be collected over the entire appraisal period.

Domain VI: Professional Development

VI-1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district.

Things To Consider

- Professional development activities are directly related to the goals, the objectives and priorities of the campus or district.
- Professional development activities correlate to subject matter and past performance appraisal.
- Evidence of knowledge and skills from professional development activities are integrated in the instructional program.
- The teacher uses a variety of professional development models appropriate to the needs of students. (See Commissioner's Rules 153.1011(d)).

Quality: Look for evidence of alignment and strength through the Teacher Self-Report. How does the teacher make connections between goals and objectives, the professional development, and his/her own practice.

Quantity: Focus is on integrating practice, not the number of professional development activities. Information is primarily provided through the Teacher Self-Report.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Professional development activities consistently, thoughtfully, and positively correlate with the Teacher Self-Report and with the teacher's performance appraisal.	**QUALITY** Professional development activities correlate with the Teacher Self-Report and with the teacher's performance appraisal.	**QUALITY** Professional development activities occasionally positively correlate with the Teacher Self-Report and/or with the teacher's performance appraisal.	**QUALITY** Professional development activities rarely/never positively correlate with the Teacher Self-Report and/or with the teacher's performance appraisal.
Professional development activities consistently, positively and continuously correlate with the goals of the campus and the district.	Professional development activities correlate with the goals of the campus and the district.	Professional development activities occasionally positively correlate with the goals of the campus and the district.	Professional development activities rarely/never positively correlate with the goals of the campus and the district.
Professional development activities consistently result in significantly different, improved teaching and learning in the teacher's classroom.	Professional development activities result in different, improved teaching and learning in the teacher's classroom.	Professional development activities occasionally result in different, improved teaching and learning in the teacher's classroom.	Professional development activities rarely/never result in different, improved teaching and learning in the teacher's classroom.
Teacher consistently, continuously seeks out professional development opportunities which are designed to improve teaching and learning.	Teacher seeks out professional development opportunities which are designed to improve teaching and learning.	Teacher occasionally seeks out professional development opportunities which are designed to improve teaching and learning.	Teacher rarely/never seeks out professional development opportunities which are designed to improve teaching and learning.
Teacher choices for professional development consistently and continuously focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development occasionally focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development rarely/never focus on better understanding of and improved practices for the unique needs and characteristics of students.
The teacher provides formal/informal leadership in working constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.	The teacher works constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.	The teacher occasionally works constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.	The teacher rarely/never works constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.
QUANTITY **ALMOST ALL OF THE TIME(90-100%)** The teacher successfully integrates professional development activities into instruction.	**QUANTITY** **MOST OF THE TIME(80-89%)** The teacher successfully integrates professional development activities into instruction.	**QUANTITY** **SOME OF THE TIME(50-79%)** The teacher successfully integrates professional development activities into instruction.	**QUANTITY** **LESS THAN HALF OF THE TIME(0-49%)** The teacher successfully integrates professional development activities into instruction.

SCORING CRITERIA GUIDE

Performance at the "Proficient" Level is based upon documentary evidence, as needed.
Documentary evidence may be collected over the entire appraisal period.

Domain VI: Professional Development

VI-2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students.

Things To Consider

- Professional development activities are directly related to the assigned grade level and/or subject content.
- Professional development activities are directly related to the needs of students.
- Evidence that knowledge and skills from professional development activities are integrated in the instructional program.

Quality: Look for evidence of strength, impact, variety and alignment through the Teacher Self-Report. The teacher makes connections between goals and objectives, the professional development, and his/her own practice.

Quantity: Focus is on integrating practice, not the number of professional development activities. Information is primarily provided through the Teacher Self-Report.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Professional development activities consistently result in significantly different, improved teaching and learning in the teacher's classroom.	**QUALITY** Professional development activities result in different, improved teaching and learning in the teacher's classroom.	**QUALITY** Professional development activities occasionally result in different, improved teaching and learning in the teacher's classroom.	**QUALITY** Professional development activities rarely/never result in different, improved teaching and learning in the teacher's classroom.
Professional development activities consistently, thoughtfully correlate with the Teacher Self-Report and with the teacher's performance appraisal.	Professional development activities correlate with the Teacher Self-Report and with the teacher's performance appraisal.	Professional development activities occasionally correlate with the Teacher Self-Report and/or with the teacher's performance appraisal.	Professional development activities rarely/never correlate with the Teacher Self-Report and/or with the teacher's performance appraisal.
Teacher consistently and continuously seeks out professional development opportunities which are designed to improve teaching and learning in the content area and grade level at which the teacher teaches.	Teacher seeks out professional development opportunities which are designed to improve teaching and learning in the content area and grade level at which the teacher teaches.	Teacher occasionally seeks out professional development opportunities which are designed to improve teaching and learning in the content area and grade level at which the teacher teaches.	Teacher rarely/never seeks out professional development opportunities which are designed to improve teaching and learning in the content area and grade level at which the teacher teaches.
Teacher choices for professional development consistently and continuously focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development occasionally focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development rarely/never focus on better understanding of and improved practices for the unique needs and characteristics of students.
The teacher takes a leadership role in working constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.	The teacher works constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.	The teacher occasionally works constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.	The teacher rarely/never works constructively with other professionals for continuous growth and development toward meeting the needs of students and the goals of the campus/district.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher engages in professional development activities that are related to the assigned grade level/subject area(s).	**QUANTITY** **MOST OF THE TIME (80-89%)** The teacher engages in professional development activities that are related to the assigned grade level/subject area(s).	**QUANTITY** **SOME OF THE TIME (50-79%)** The teacher engages in professional development activities that are related to the assigned grade level/subject area(s).	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** The teacher engages in professional development activities that are related to the assigned grade level/subject area(s).
The teacher engages in professional development activities that are directly related to the needs/characteristics of students.	The teacher engages in professional development activities that are directly related to the needs/characteristics of students.	The teacher engages in professional development activities that are directly related to the needs/characteristics of students.	The teacher engages in professional development activities that are directly related to the needs/characteristics of students.

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Performance at the "Proficient" Level is based upon documentary evidence, as needed.
Documentary evidence may be collected over the entire appraisal period.

Domain VI: Professional Development

VI-3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal.

Things To Consider

- Professional development activities directly relate to the teacher's prior performance appraisal or analysis of needs.
- Evidence that knowledge and skills from professional development activities are integrated in the instructional program.
- Continuous improvement.

Quality: Focus on how the teacher utilizes reflection and feedback for enhancing student learning. The teacher makes connections between prior performance/analysis of needs and his/her own professional development, and practice. Look for evidence of strength, impact, variety, and alignment through the Teacher Self-Report.

Quantity: Focus is on integrating practice, not the number of professional development activities. Information is primarily provided through the Teacher Self-Report.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY Professional development activities consistently result in significantly different, improved teaching and learning in the teacher's classroom.	**QUALITY** Professional development activities result in different, improved teaching and learning in the teacher's classroom.	**QUALITY** Professional development activities occasionally result in different, improved teaching and learning in the teacher's classroom.	**QUALITY** Professional development activities rarely/never result in different, improved teaching and learning in the teacher's classroom.
Professional development activities consistently and continuously correlate with the goals of the campus and the district	Professional development activities correlate with the goals of the campus and the district.	Professional development activities occasionally correlate with the goals of the campus and the district.	Professional development activities rarely/never correlate with the goals of the campus and the district.
The teacher consistently and continuously seeks out professional development opportunities which are designed to improve teaching and learning based on prior performance appraisal.	The teacher continuously seeks out professional development opportunities which are designed to improve teaching and learning based on prior performance appraisal.	The teacher occasionally seeks out professional development opportunities which are designed to improve teaching and learning based on prior performance appraisal.	The teacher rarely/never seeks out professional development opportunities which are designed to improve teaching and learning based on prior performance appraisal.
Teacher choices for professional development continuously focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development focus on better understanding of improved practices for the unique needs and characteristics of students.	Teacher choices for professional development occasionally focus on better understanding of and improved practices for the unique needs and characteristics of students.	Teacher choices for professional development rarely/never focus on better understanding of and improved practices for the unique needs and characteristics of students.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher engages in professional development that is directly related to the teacher's prior performance appraisal or analysis of needs.	**QUANTITY** **MOST OF THE TIME (80-89 %).** The teacher engages in professional development that is directly related to the teacher's prior performance appraisal or analysis of needs.	**QUANTITY** **SOME OF THE TIME (50-79%)** The teacher engages in professional development that is directly related to the teacher's prior performance appraisal or analysis of needs.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** The teacher engages in professional development that is directly related to the teacher's prior performance appraisal or analysis of needs.

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Performance at the "Proficient" Level is based upon documentary evidence, as needed.
Documentary evidence may be collected over the entire appraisal period.

Domain VI: Professional Development

VI-4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.

Things To Consider

- Teacher actively engages with colleagues in professional activities.
- Teacher engages in professional development activities in accordance with district/campus goals, objectives, policies, and directives.
- Collaborative activities are focused on improvement of student performance.

Quality: Look for evidence of strength, impact, variety, and alignment in implementation of knowledge and skills or collaborative activities which impact overall student performance.

Quantity: Look for repeated evidence of formal/informal membership in collaborative partnerships or groups. Focus is on the appropriate level of participation/collaboration, not the number of groups or number of meetings.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The teacher consistently works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.	**QUALITY** The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.	**QUALITY** The teacher occasionally works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.	**QUALITY** The teacher rarely/never works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.
Continuous collaborative professional development activities of the teacher consistently result in different, improved teaching and learning in the teacher's classroom and in the school.	Continuous collaborative professional development activities of the teacher result in different, improved teaching and learning in the teacher's classroom and in the school.	Continuous collaborative professional development activities of the teacher occasionally result in different, improved teaching and learning in the teacher's classroom and in the school.	Continuous collaborative professional development activities of the teacher rarely/never result in different, improved teaching and learning in the teacher's classroom and in the school.
The teacher consistently encourages, fosters and participates in collaborative professional development that furthers campus and district goals.	The teacher encourages, fosters and participates in collaborative professional development that furthers campus and district goals.	Professional development activities of the teacher occasionally positively correlate with the goals of the campus and the district.	Professional development activities of the teacher rarely/never positively correlate with the goals of the campus and the district.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** Teacher actively engages with colleagues in professional activities.	**QUANTITY** **MOST OF THE TIME (80-89%)** Teacher actively engages with colleagues in professional activities.	**QUANTITY** **SOME OF THE TIME (50-79%)** Teacher actively engages with colleagues in professional activities.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** Teacher actively engages with colleagues in professional activities.
Teacher engages in professional development activities in accordance with district/campus goals, objectives, policies and directives.	Teacher engages in professional development activities in accordance with district/campus goals, objectives, policies and directives.	Teacher engages in professional development activities in accordance with district/campus goals, objectives, policies and directives.	Teacher engages in professional development activities in accordance with district/campus goals, objectives, policies and directives.

SCORING CRITERIA GUIDE

Performance at the "Proficient" Level is based upon documentary evidence, as appropriate.
Documentary evidence may be collected over the entire appraisal period.

NOTE: (1) The "Proficient" Standard in this Domain is **HIGHER** due to needs for consistency and safety.
Exceeds Expectations requires participation in the development of discipline and other management procedures.

Domain VII: Compliance with Policies, Operating Procedures, and Requirements

VII-1. The teacher complies with all of the policies, operating procedures, and legal requirements (national, state, district, and campus). Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/district.

Things To Consider

- Teacher complies with all policies.
- Teacher complies with all procedures.
- Teacher complies with all legal requirements.

Quality: Look for impact and strength of non-compliance on the needs of the students. Look for impact and strength of non-compliance on the effective operation of the campus/district.

Quantity: Frequency of actions that seriously compromise the needs of students. Frequency of actions which seriously compromise the effective operation of the campus/district.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The teacher consistently provides formal/informal leadership in developing; communicating; interpreting; applying policies, operating procedures, and/or legal requirements (national, state, district, and campus).	**QUALITY** The teacher complies with all the policies, operating procedures, and legal requirements (national, state, district, and campus).	**QUALITY** The teacher occasionally complies with all the policies, operating procedures, and legal requirements (national, state, district, and campus). **Any lack of compliance is rare, inadvertent, and/or does not seriously compromise the needs of students or the effective and legal operation of the campus/district.**	**QUALITY** The teacher rarely/never complies with all the policies, operating procedures, and legal requirements (national, state, district, and campus). **The lack of compliance is frequent and/or seriously compromises the needs of students and/or the effective and legal operation of the campus/district.**
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher complies with all policies, operating procedures, and legal requirements (national, state, district, and campus).	**QUANTITY** **MOST OF THE TIME (80-89%)** The teacher complies with all the policies, operating procedures, and legal requirements (national, state, district, and campus).	**QUANTITY** **SOME OF THE TIME (50-79)%** The teacher complies with all policies, operating procedures, and legal requirements (national, state, district, and campus).	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** The teacher complies with all policies, operating procedures, and legal requirements (national, state, district, and campus).

SCORING CRITERIA GUIDE

Performance at the "Proficient" Level is based upon documentary evidence, as appropriate.
Documentary evidence may be collected over the entire appraisal period.

NOTE: (1) The "Proficient" Standard in this Domain is **HIGHER** due to needs for consistency and safety.
Exceeds Expectations requires participation in the development of discipline and other management procedures.

Domain VII: Compliance with Policies, Operating Procedures, and Requirements

VII-2. **The teacher generally complies with all of the verbal and written directives.** Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/district.

Things To Consider

- Teacher compliance with all verbal directives.
- Teacher compliance with all written directives.

Quality: Impact and strength of non-compliance on the needs of the students. Impact and strength of non-compliance on the effective operation of the campus/district.
Quantity: Frequency of actions which seriously compromise the needs of students. Frequency of actions which seriously compromise the effective operation of the campus/district.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The teacher consistently complies with all verbal and written directives.	QUALITY The teacher complies with all verbal and written directives.	QUALITY The teacher occasionally complies with all verbal and written directives. **Any lack of compliance with verbal and written directives is rare, inadvertent, and/or does not seriously compromise the needs of students or the effective and legal operation of the campus/district.**	QUALITY The teacher rarely/never complies with all verbal and written directives. **The lack of compliance with verbal and written directives is frequent and/or seriously compromises the needs of students and/or the effective and legal operation of the campus/district.**
The teacher consistently provides formal/informal leadership in developing; communicating; interpreting; applying verbal and written directives.	The teacher provides formal/informal leadership in developing; communicating; interpreting; applying verbal and written directives.	The teacher occasionally participates in developing; communicating; interpreting; applying verbal and written directives.	The teacher rarely/never participates in developing; communicating; interpreting; applying verbal and written directives.
QUANTITY ALMOST ALL OF THE TIME (90-100%) The teacher complies with all verbal and written directives.	QUANTITY MOST OF THE TIME (80-89%). The teacher complies with all verbal and written directives.	QUANTITY SOME OF THE TIME (50-79% The teacher complies with all verbal and written directives.	QUANTITY LESS THAN HALF OF THE TIME (0-49%) The teacher complies with all verbal and written directives.

SCORING CRITERIA GUIDE

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NOTE: (1) The "Proficient" Standard in this Domain is **HIGHER** due to needs for consistency and safety.
Exceeds Expectations requires participation in the development of discipline and other management procedures.

Domain VII: Compliance with Policies, Operating Procedures, and Requirements

VII-3. Apart from classroom responsibilities, the teacher generally contributes to making the whole school safe and orderly, and a stimulating learning environment for all children.

Things To Consider

- Teacher contributes to making the whole school safe.
- Teacher contributes to making the whole school orderly.
- Teacher contributes to creating a stimulating environment.

Quality: Teacher contributes to establishing a secure and supportive environment. Teacher is highly visible. Teacher intervenes appropriately to maintain a safe, orderly school environment.

Quantity: Teacher monitors and responds to actions and activities of all students, as appropriate. Teacher assumes proportional share of the duties that help the school function smoothly.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The teacher consistently and continuously contributes to making the school a safe and orderly environment for all students.	**QUALITY** The teacher contributes to making the school a safe and orderly environment for all students.	**QUALITY** The teacher occasionally contributes to making the school a safe and orderly environment for all students.	**QUALITY** The teacher rarely/never contributes to making the school a safe and orderly environment for all students.
The teacher consistently and continuously contributes to making the school a stimulating environment for all students.	The teacher contributes to making the school a stimulating environment for all students.	The teacher occasionally contributes to making the school a stimulating environment for all students.	The teacher rarely/never contributes to making the school a stimulating environment for all students.
The teacher consistently takes appropriate, professional initiative to monitor and supervise students.	The teacher takes appropriate, professional initiative to monitor and supervise students.	The teacher occasionally takes appropriate, professional initiative to monitor and supervise students.	The teacher rarely/never takes appropriate, professional initiative to monitor and supervise students.
The teacher is consistently visible in areas of the school where students gather or are likely to gather.	The teacher is visible in areas of the school where students gather or are likely to gather.	The teacher is occasionally visible in areas of the school where students gather or are likely to gather.	The teacher is rarely/never visible in areas of the school where students gather or are likely to gather.
The teacher consistently takes appropriate initiatives to make the school a stimulating environment for students.	The teacher takes appropriate initiatives to make the school a stimulating environment for students.	Teacher occasionally takes appropriate initiatives to make the school a stimulating environment for students.	Teacher rarely/never takes appropriate initiatives to make the school a stimulating environment for students.
Teacher consistently takes actions which make the school a positive environment for students.	Teacher takes actions which make the school a positive environment for students.	Teacher occasionally takes actions which make the school a positive environment for students.	Teacher rarely/never takes actions which make the school a positive environment for students.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher monitors and responds to actions and activities of all students.	**QUANTITY** **MOST OF THE TIME (80-89%)** The teacher monitors and responds to actions and activities of all students.	**QUANTITY** **SOME OF THE TIME (50-79%)** The teacher monitors and responds to actions and activities of all students.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** The teacher monitors and responds to actions and activities of all students.
The teacher assumes a proportional share of the duties that help the school function smoothly.	The teacher assumes a proportional share of the duties that help the school function smoothly.	The teacher assumes a proportional share of the duties that help the school function smoothly.	The teacher assumes a proportional share of the duties that help the school function smoothly.
The teacher meets assigned responsibilities for monitoring and supervising students.	The teacher meets assigned responsibilities for monitoring and supervising students.	The teacher meets assigned responsibilities for monitoring and supervising students.	The teacher meets assigned responsibilities for monitoring and supervising students.

SCORING CRITERIA GUIDE

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Domain VIII: Improvement of Academic Performance for All Students on the Campus (Based on Indicators included in the AEIS)

VIIIA-1. The teacher aligns instruction to include appropriate TAAS-related objectives to support student achievement in all assigned classes.

Things To Consider

- Teacher instruction of TAAS-related objectives connected to the subject matter and content.
- Instructional planning reflects the inclusion of TAAS-related objectives connected to the subject matter and content.

Quality: Look for appropriate connections to the subject matter and content. Look for strength, impact, variety, and alignment of instructional delivery to TAAS-related objectives.
Quantity: All classes receive instruction on appropriate TAAS-related objectives.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY There is consistent evidence of student success in using/applying the skills supportive of the TAAS-related objectives in the curriculum. TAAS-related objectives are consistently integrated in to regular subject matter and content.	**QUALITY** There is evidence of student success in using/applying the skills supportive of the TAAS-related objectives in the curriculum. TAAS-related objectives are integrated in to regular subject matter and content.	**QUALITY** There is occasional evidence of student success in using/applying the skills supportive of the TAAS-related objectives in the curriculum.	**QUALITY** There is little/no evidence of student success in using/applying the skills supportive of the TAAS-related objectives in the curriculum.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher aligns instruction to appropriate TAAS-related objectives in all assigned classes.	**QUANTITY** **MOST OF THE TIME (80-89%)** The teacher aligns instruction to appropriate TAAS-related objectives in all assigned classes.	**QUANTITY** **SOME OF THE TIME (50-79%)** The teacher aligns instruction to appropriate TAAS-related objectives in all assigned classes.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** The teacher aligns instruction to appropriate TAAS-related objectives in all assigned classes.
TAAS-related objectives are integrated in to regular subject matter and content.	TAAS-related objectives are integrated in to regular subject matter and content.	TAAS-related objectives are integrated in to regular subject matter and content.	TAAS-related objectives are integrated in to regular subject matter and content.

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Domain VIII: Improvement of Academic Performance for All Students on the Campus (Based on Indicators included in the AEIS)

VIIIA-2. The teacher analyzes TAAS performance data relevant to all students in assigned classes prior to beginning instruction.

Things To Consider

- Instructional planning reflects an analysis of TAAS performance data.
- TAAS performance data is analyzed prior to beginning instruction.

Quality: Individual student needs are addressed.
Documentary evidence is used to support performance level.
Quantity: TAAS performance data is relevant for all assigned students.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY **Instructional planning consistently reflects that TAAS performance data has been analyzed in collaboration with other professionals prior to the beginning of instruction.**	**QUALITY** **Instructional planning reflects that TAAS performance data has been analyzed prior to the beginning of instruction.**	**QUALITY** **Instructional planning occasionally reflects that TAAS performance data has been analyzed prior to the beginning of instruction.**	**QUALITY** **Instructional planning rarely/never reflects that TAAS performance data has been analyzed prior to the beginning of instruction.**
The teacher provides formal/informal leadership in instructional planning which consistently shows evidence of addressing individual student needs as identified in the campus improvement plan.	**Instructional planning shows evidence of addressing individual student needs as identified in the campus improvement plan.**	**Instructional planning shows occasional evidence of addressing individual student needs as identified in the campus improvement plan.**	**Instructional planning shows little or no evidence of addressing individual student needs as identified in the campus improvement plan.**
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** **The teacher analyzes TAAS performance data relevant to all students in assigned classes prior to beginning instruction.**	**QUANTITY** **MOST OF THE TIME (80-89%)** **The teacher analyzes TAAS performance data relevant to all students in assigned classes prior to beginning instruction.**	**QUANTITY** **SOME OF THE TIME (50-79%)** **The teacher analyzes TAAS performance data relevant to all students in assigned classes prior to beginning instruction.**	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** **The teacher analyzes TAAS performance data relevant to all students in assigned classes prior to beginning instruction.**
The teacher acts on the analyzed data by incorporating TAAS-related objectives for remediation and/or reinforcement into all subject matter and content.	**The teacher acts on the analyzed data by incorporating TAAS-related objectives for remediation and/or reinforcement into all regular subject matter and content.**	**The teacher acts on the analyzed data by incorporating TAAS-related objectives for remediation and/or reinforcement into all subject matter and content.**	**The teacher acts on the analyzed data by incorporating TAAS-related objectives for remediation and/or reinforcement into all subject matter and content.**

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Domain VIII: Improvement of Academic Performance for All Students on the Campus (Based on Indicators included in the AEIS)

VIIIA-3. The teacher adjusts the sequencing of classroom instruction to appropriately incorporate TAAS-related objectives.

Things To Consider

- Instructional delivery shows evidence of task analysis of TAAS performance data.
- Teacher adjusts the classroom content to include TAAS-related objectives.
- Teacher adjusts the sequence of instruction in response to the timing of the TAAS test administration.

Quality: Look for the appropriateness of the sequence adjustment. Look for strength, impact, variety, and alignment of the sequence with the TAAS test administration.
Quantity: Adjustments are relevant for all students.

Evaluation Criteria

Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
QUALITY The teacher collaborates and/or provides formal/informal leadership which encourages other colleagues to align classroom content and sequence of instruction with skills supportive of the TAAS related objectives across content areas and grade levels.	**QUALITY** The teacher aligns classroom content and sequence of instruction with the skills supportive of the TAAS-related objectives.	**QUALITY** The teacher occasionally aligns classroom content and sequence of instruction with the skills supportive of the TAAS-related objectives.	**QUALITY** The teacher rarely/never aligns classroom content and sequence of instruction with the skills supportive of the TAAS-related objectives.
There is consistent evidence that indicates student success has resulted due to appropriate sequence and alignment of the skills supportive of the TAAS-related objectives.	There is evidence that indicates student success has resulted due to appropriate sequence and alignment of the skills supportive of the TAAS-related objectives.	There is some evidence that indicates student success has resulted due to appropriate sequence and alignment of the skills supportive of the TAAS-related objectives.	There is little/ no evidence that indicates student success has resulted due to appropriate sequence and alignment of the skills supportive of the TAAS-related objectives.
Student needs as identified in the Campus Improvement Plan are consistently reflected in the sequence of instruction and instructional delivery.	Student needs as identified in the Campus Improvement Plan are reflected in the sequence of instruction and instructional delivery.	Student needs as identified in the Campus Improvement Plan are occasionally reflected in the sequence of instruction and instructional delivery.	Student needs as identified in the Campus Improvement Plan are rarely/never reflected in the sequence of instruction and instructional delivery.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher adjusts the sequencing of classroom instruction for all students to appropriately incorporate TAAS-related objectives.	**QUANTITY** **MOST OF THE TIME (80-89%)** The teacher adjusts the sequencing of classroom instruction for all students to appropriately incorporate TAAS-related objectives.	**QUANTITY** **SOME OF THE TIME (50-79%)** The teacher adjusts the sequencing of classroom instruction for all students to appropriately incorporate TAAS-related objectives.	**QUANTITY** **LESS THAN HALF OF THE TIME(0-49%)** The teacher adjusts the sequencing of classroom instruction for all students to appropriately incorporate TAAS-related objectives.
Skills supportive of the TAAS-related objectives are integrated into all subject areas.	Skills supportive of the TAAS-related objectives are integrated into all subject areas.	Skills supportive of the TAAS-related objectives are integrated into all subject areas.	Skills supportive of the TAAS-related objectives are integrated into all subject areas.

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Domain VIII: Improvement of Academic Performance for All Students on the Campus (Based on Indicators included in the AEIS)

VIIIA-4. The teacher selects/adapts instructional materials and activities that are correlated with appropriate TAAS-related objectives.

Things To Consider

- Teacher selects/adapts materials and techniques to support TAAS-related objectives.
- Teacher selects/adapts activities and strategies to support TAAS-related objectives.
- Teacher selects/adapts materials, techniques, activities, and strategies appropriate for the unique needs/characteristics of the students to support TAAS-related objectives.

Quality: Look for strength, impact, variety, and alignment of strategies/techniques with appropriate TAAS-related objectives.
Look for strength, impact, variety, and alignment of material with appropriate TAAS-related objectives.
Look for strength, impact, variety, and alignment of activities with appropriate TAAS-related objectives.

Quantity: All materials and activities are appropriate.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The teacher consistently utilizes a variety of creative, unique, and/or innovative instructional materials and techniques that are supportive of the skills that are correlated to the TAAS-related objectives.	**QUALITY** The teacher utilizes instructional materials and techniques which are supportive of the skills that are correlated with appropriate TAAS-related objectives.	**QUALITY** The teacher occasionally utilizes instructional materials and techniques which are supportive of the skills that are correlated with appropriate TAAS-related objectives.	**QUALITY** The teacher rarely/never utilizes instructional materials and techniques which are supportive of the skills that are correlated with appropriate TAAS-related objectives.
The teacher consistently utilizes a variety of creative, unique, and/or innovative instructional strategies and activities which are supportive of the skills that are correlated to the TAAS-related objectives.	The teacher utilizes instructional strategies and activities which are supportive of the skills that are correlated with appropriate TAAS-related objectives.	The teacher occasionally utilizes instructional strategies and activities which are supportive of the skills that are correlated with appropriate TAAS-related objectives.	The teacher rarely/never utilizes instructional strategies and activities which are supportive of the skills that are correlated with appropriate TAAS-related objectives.
The teacher consistently utilizes a variety of creative, unique, and/or innovative instructional materials and techniques that are selected because of their relevance to the unique characteristics of the students.	The teacher utilizes instructional materials and techniques that are selected because of their relevance to the unique needs/characteristics of the students.	The teacher occasionally utilizes instructional materials and techniques that are selected because of their relevance to the unique needs/characteristics of the students.	The teacher rarely/never utilizes instructional materials and techniques that are selected because of their relevance to the unique needs/characteristics of the students.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher selects/adapts instructional materials and activities that are correlated with appropriate TAAS-related objectives.	**QUANTITY** **MOST OF THE TIME (80-89%)** The teacher selects/adapts instructional materials and activities that are correlated with appropriate TAAS-related objectives.	**QUANTITY** **SOME OF THE TIME (50-79%)** The teacher selects/adapts instructional materials and activities that are correlated with appropriate TAAS-related objectives.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** The teacher selects/adapts instructional materials and activities that are correlated with appropriate TAAS-related objectives.
Students are successful in learning the skills supportive of the TAAS-related objectives.	Students are successful in learning the skills supportive of the TAAS-related objectives.	Students are successful in learning the skills supportive of the TAAS-related objectives.	Students are successful in learning the skills supportive of the TAAS-related objectives.

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Domain VIII: Improvement of Academic Performance for All Students on the Campus (Based on Indicators Included in the AEIS)

VIIIA-5. The teacher provides feedback to all students regarding their learning progress on appropriate TAAS-related objectives.

Things To Consider

- Teacher instruction demonstrates awareness of TAAS-related objectives appropriate to the content, subject matter, grade level, and curriculum.
- Feedback is provided and provisions made for students to use the feedback in their learning.

Quality: Appropriate TAAS-related objectives are addressed.
Students are aware of their learning progress on TAAS-related objectives.
Quantity: Feedback is consistently provided in a timely manner..

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The teacher consistently provides a variety of creative, unique, and/or innovative activities and opportunities for students to use feedback to help them improve their performance on the skills supportive of the TAAS related objectives.	**QUALITY** The teacher provides activities and opportunities for students to use feedback to help them improve their performance on the skills supportive of the TAAS related objectives.	**QUALITY** The teacher occasionally provides activities and opportunities for students to use feedback to help them improve their performance on the skills supportive of the TAAS related objectives.	**QUALITY** The teacher rarely/never provides activities and opportunities for students to use feedback to help them improve their performance on the skills supportive of the TAAS related objectives.
The teacher consistently provides a variety of creative, unique, and/or innovative activities and strategies to help students understand their own strengths and weaknesses on skills supportive of TAAS related objectives.	Feedback on performance provided by the teacher helps students understand their own strengths and weaknesses on skills supportive of the TAAS related objectives.	Feedback on performance provided by the teacher occasionally helps students understand their own strengths and weaknesses on skills supportive of the TAAS related objectives.	Feedback on performance provided by the teacher rarely/never helps students understand their own strengths and weaknesses on skills supportive of the TAAS related objectives.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher provides timely feedback to all students regarding their learning progress on appropriate TAAS-related objectives.	**QUANTITY** **MOST OF THE TIME (80-89%)** The teacher provides timely feedback to all students regarding their learning progress on appropriate TAAS-related objectives.	**QUANTITY** **SOME OF THE TIME (50-79%)** The teacher provides timely feedback to all students regarding their learning progress on appropriate TAAS-related objectives.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** The teacher provides timely feedback to all students regarding their learning progress on appropriate TAAS-related objectives.

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Domain VIII: Improvement of Academic Performance for All Students on the Campus (Based on Indicators included in the AEIS)

VIIIB-6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, and other school officials for students with serious attendance problems.

Things To Consider

- **Teacher maintains accurate attendance records and identifies chronic attendance problems that affect student learning.**
- **Teacher works with appropriate staff to improve student attendance.**
- **Teacher works with students and parents to improve student attendance.**

Quality: Teacher identifies and implements strategies/techniques that promote regular attendance.
Quantity: Teacher monitors attendance of all students.

Evaluation Criteria

Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
QUALITY The teacher consistently identifies and implements creative, unique, and/or innovative strategies/techniques that promote attendance.	**QUALITY** The teacher identifies and implements strategies/techniques that promote attendance.	**QUALITY** The teacher occasionally identifies and implements strategies/techniques that promote attendance.	**QUALITY** The teacher rarely/never identifies and implements strategies/techniques that promote attendance.
The teacher consistently establishes on-going partnerships with parents/other school officials to improve attendance.	The teacher establishes on-going partnerships with parents/other school officials to improve attendance.	The teacher occasionally establishes on-going partnerships with parents/other school officials to improve attendance.	The teacher rarely/never establishes partnerships with parents/other school officials to improve attendance.
The teacher consistently establishes appropriate relationships with individual students which result in improved attendance.	The teacher establishes appropriate relationships with individual students which results in improved attendance.	The teacher occasionally establishes appropriate relationships with individual students which results in improved attendance.	The teacher rarely/never establishes appropriate relationships with individual students which results in improved attendance.
There is consistent improvement in the attendance of significant number of students.	There is improvement in the attendance of significant number of students.	There is occasional improvement in the attendance of significant number of students.	There is little or no improvement in the attendance of significant number of students.
The teacher consistently modifies the classroom learning environment to encourage student attendance. Improvement in attendance results.	The teacher modifies the classroom learning environment to encourage student attendance. Improvement in attendance results.	The teacher occasionally modifies the classroom environment to encourage student attendance. Some improvement in attendance results.	The teacher rarely/never modifies the classroom environment to encourage student attendance. Little/no improvement in attendance results.
The teacher consistently modifies the curriculum and instruction to encourage student attendance. Improvement in attendance results.	The teacher modifies the curriculum and instruction to encourage student attendance. Improvement in attendance results.	The teacher occasionally modifies the curriculum and instruction to encourage student attendance. Some improvement in attendance results.	The teacher rarely/never modifies the curriculum and instruction to encourage student attendance. Little/no improvement in attendance results.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, and other school officials for students with serious attendance problems.	**QUANTITY** **MOST OF THE TIME (80-89%)** The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, and other school officials for students with serious attendance problems.	**QUANTITY** **SOME OF THE TIME (50-79%)** The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, and other school officials for students with serious attendance problems.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, and other school officials for students with serious attendance problems.
The teacher maintains accurate records and reports on student attendance.	The teacher maintains accurate records and reports on attendance.	The teacher maintains accurate records and reports on student attendance.	The teacher maintains accurate records and reports on student attendance.

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Domain VIII: Improvement of Academic Performance for All Students on the Campus (Based on Indicators Included in the AEIS)

VIIIC-7. The teacher identifies and assesses the needs of assigned students who are in at-risk situations.

Things To Consider

- **Teacher assesses instructional needs of students in at-risk situations.**
- **Teacher uses appropriate strategies to improve learning for students in at-risk-situations.**

Quality: **Teacher ensures that all students in special populations are provided opportunities to succeed. Teacher monitors the progress of students in at-risk situations. Look for impact and alignment of strategies with needs of students in at-risk situations.**

Quantity: **Teacher consistently meets the needs of students in at-risk situations.**

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The teacher consistently identifies and assesses the needs of students who are in at-risk situations.	**QUALITY** The teacher identifies and assesses the needs of students who are in at-risk situations.	**QUALITY** The teacher occasionally identifies and assesses the needs of students who are in at-risk situations.	**QUALITY** The teacher rarely/never identifies and assesses the needs of students who are in at-risk situations.
The teacher consistently identifies and implements creative, unique, and/or innovative strategies/techniques that result in significant changes in success/behavior for students who are in at-risk situations.	The teacher identifies and implements strategies/techniques that result in changes in success/behavior for students who are in at-risk situations.	The teacher occasionally identifies and implements strategies/techniques that result in some changes in success/behavior for students who are in at-risk situations.	The teacher rarely/ never identifies and implements strategies/techniques; there are almost no/no changes in success/behavior for students who are in at-risk situations.
The teacher consistently establishes on-going partnerships with parents/other school officials that result in changes in success/behavior for students who are in at-risk situations.	The teacher establishes on-going partnerships with parents/other school officials that result in changes in success/behavior for students who are in at-risk situations.	The teacher occasionally establishes on-going partnerships with parents/other school officials that result in some changes in success/behavior for students who are in at-risk situations.	The teacher rarely/never establishes on-going partnerships with parents/other school officials that result in almost no/no changes in success/behavior for students who are in at-risk situations.
The teacher consistently establishes appropriate relationships with individual students that result in changes in success/behavior for students who are in at-risk situations.	The teacher establishes appropriate relationships with individual students that result in changes in success/behavior for students who are in at-risk situations.	The teacher occasionally establishes appropriate relationships with individual students that result in changes in success/behavior for students who are in at-risk situations.	The teacher rarely/never establishes appropriate relationships with individual students that result in changes in success/behavior for students who are in at-risk situations.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher identifies and assesses the needs of assigned students who are in at-risk situations.	**QUANTITY** **MOST OF THE TIME (80-89%)** The teacher identifies and assesses the needs of assigned students who are in at-risk situations.	**QUANTITY** **SOME OF THE TIME (50-79%)** The teacher identifies and assesses the needs of assigned students who are in at-risk situations.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** The teacher identifies and assesses the needs of assigned students who are in at-risk situations.
The teacher takes action to meet the needs of assigned students who are in at-risk situations.	The teacher takes action to meet the needs of assigned students who are in at-risk situations.	The teacher takes action to meet the needs of assigned students who are in at-risk situations.	The teacher takes action to meet the needs of assigned students who are in at-risk situations.

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Domain VIII: Improvement of Academic Performance for All Students on the Campus (Based on Indicators included in the AEIS)

VIIIC-8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.

Things To Consider

- Teacher meets with students who are experiencing failure.
- Teacher develops short-term and long-term educational plans.

Quality: Intervention plan meets the needs of individual students. Teacher meets individually with students who are experiencing failure. Look for strength, impact, variety, and alignment of intervention plan activities with student needs.

Quantity: Focus on the results of interactions, not the number of interactions.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectation**	**Unsatisfactory**
QUALITY The teacher consistently works cooperatively with students who are failing/in danger of failing to develop and implement a plan for intervention that results in improved student performance.	**QUALITY** The teacher works cooperatively with students who are failing/in danger of failing to develop and implement a plan for intervention that results in improved student performance.	**QUALITY** The teacher occasionally works cooperatively with students who are failing/in danger of failing to develop and implement a plan for intervention that results in improved student performance.	**QUALITY** The teacher rarely/never works cooperatively with students who are failing/in danger of failing to implement a plan for intervention.
Carrying out the plan consistently results in significantly improved performance for most students.	Carrying out the plan results in significantly improved performance for most students.	Carrying out the plan occasionally results in some improved performance for some students.	Carrying out the plan rarely/never results in little or no improvement in performance for most students.
The teacher consistently establishes on-going partnerships with parents/other school officials to improve student performance.	The teacher establishes on-going partnerships with parents/other school officials to improve student performance.	The teacher occasionally establishes on-going partnerships with parents/other school officials to improve student performance.	The teacher rarely/never establishes on-going partnerships with parents/other school officials to improve student performance.
The teacher consistently establishes appropriate relationships with individual students that result in improved performance.	The teacher establishes appropriate relationships with individual students that result in improved performance.	The teacher occasionally establishes appropriate relationships with individual students that result in improved performance.	The teacher rarely/never establishes appropriate relationships with individual students that result in improved performance.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.	**QUANTITY** **MOST OF THE TIME (80-89%)** The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.	**QUANTITY** **SOME OF THE TIME (50-79%)** The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.	**QUANTITY** **LESS THAN HALF OF THE TIME(0-49%)** The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.

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Domain VIII: Improvement of Academic Performance for All Students on the Campus (Based on Indicators included in the AEIS)

VIIIC-9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.

Things To Consider

- Teacher modifies/adapts materials for students in at-risk situations.
- Teacher modifies/adapts instruction for students in at-risk situations.

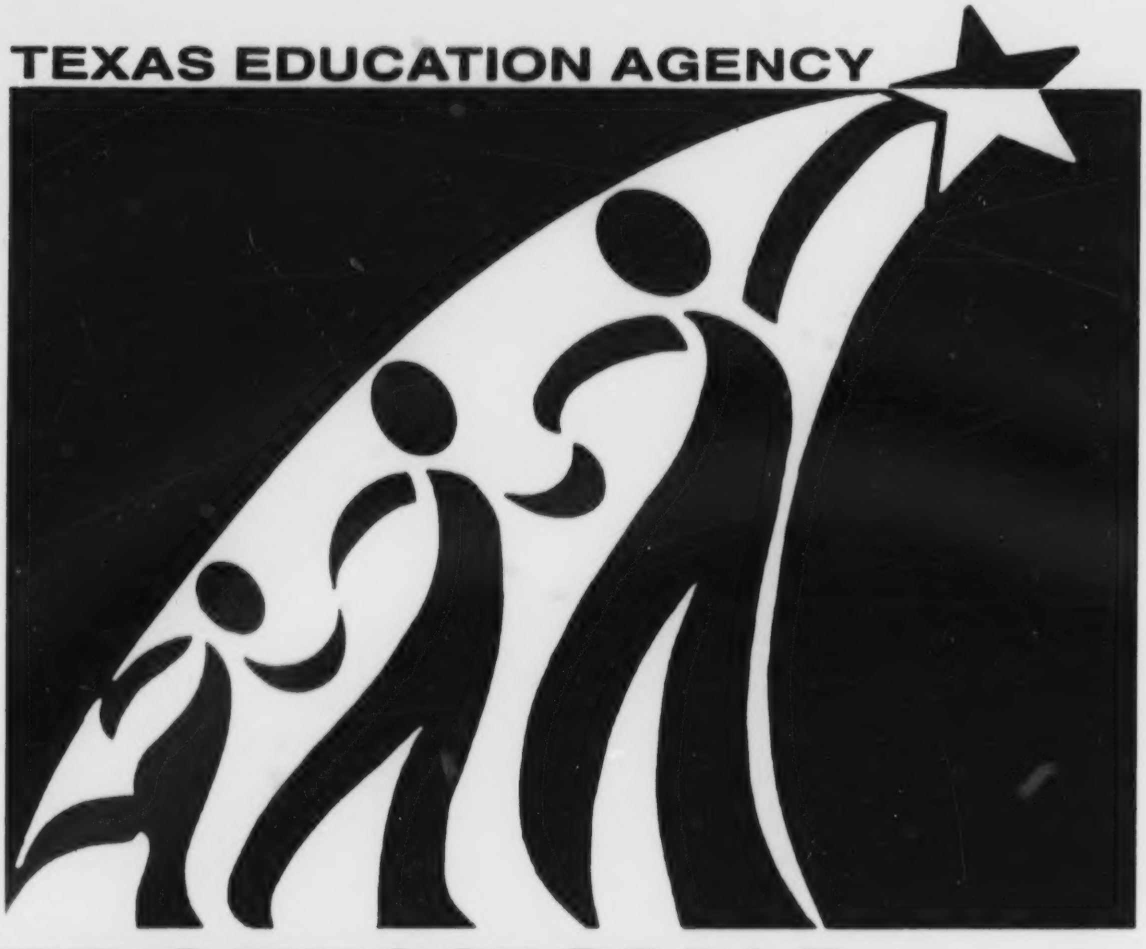
Quality: Materials and instruction are appropriate for students in at-risk situations. Teacher is proactive in seeking out resources. Look for strength, impact, variety, and alignment of materials/instruction with specific risk factors and learning styles of students in at-risk situations.

Quantity: Focus on the presence or absence of modifications/adaptations, when needed, for students in at-risk situations.

Evaluation Criteria

Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
QUALITY The teacher consistently modifies the classroom learning environment; resulting in changes in success/behavior for students who are in at-risk situations.	**QUALITY** The teacher modifies the classroom learning environment; resulting in changes in success/behavior for students who are in at-risk situations.	**QUALITY** The teacher occasionally modifies the classroom learning environment; resulting in some success/behavior change for students who are in at-risk situations.	**QUALITY** The teacher rarely/never modifies the classroom learning environment, resulting in little/no success/behavior change for students who are in at-risk situations.
The teacher modifies the curriculum, instruction, and materials that consistently results in changes in success/behavior for students who are in risk situations.	The teacher modifies the curriculum, instruction, and materials that result in changes in success/behavior for students who are in at-risk situations.	The teacher occasionally modifies the curriculum, instruction, and materials. There is some success/behavior change for students who are in at-risk situations.	The teacher rarely/never modifies the curriculum, instruction, and materials. There is little/no success/behavior change for students who are in at-risk situations.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations when appropriate.	**QUANTITY** **MOST OF THE TIME (80-89%)** The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations when appropriate.	**QUANTITY** **SOME OF THE TIME (50-79%)** The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations when appropriate.	**QUANTITY** **LESS THAN HALF OF THE TIME(0-49%)** The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations when appropriate.
The teacher is proactive in seeking out and using additional resources.	The teacher is proactive in seeking out and using additional resources.	The teacher is proactive in seeking out and using additional resources.	The teacher is proactive in seeking out and using additional resources.
The teacher is proactive in seeking out and acting on assistance from other professionals.	The teacher is proactive in seeking out and acting on assistance from other professionals.	The teacher is proactive in seeking out and acting on assistance from other professionals.	The teacher is proactive in seeking out and acting on assistance from other professionals.
The teacher is proactive in seeking out and acting on assistance from parents/community.	The teacher is proactive in seeking out and acting on assistance from parents/community.	The teacher is proactive in seeking out and acting on assistance from parents/community.	The teacher is proactive in seeking out and acting on assistance from parents/community.

TEACHER
MANUAL


TEXAS EDUCATION AGENCY

PROFESSIONAL DEVELOPMENT and APPRAISAL SYSTEM

Revised July 1, 1998

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TEXAS EDUCATION AGENCY
1701 North Congress Avenue ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838

Mike Moses
Commissioner of Education

A Message from Commissioner Mike Moses:

It is not often that the Commissioner of Education has the opportunity to address almost all teachers in the state, but the implementation of the new Professional Development and Appraisal System affords me such an opportunity. I want to express to you my appreciation of all of your efforts on behalf of the children of this state. Your hard work and dedication is evidenced through the continual improvement in student achievement throughout the state.

As you know, the kind of improvements we have seen in student achievement over the last few years could not have been made by individual teachers working in isolation. It has taken teachers working together in a concerted effort to bring about the kinds of changes that support our students in their efforts to succeed. We have tried therefore to devise an appraisal system that builds upon the excellent work of Texas teachers and promotes continued professional improvement and collaboration in years to come.

We are pleased to present to you the new Professional Development and Appraisal System for Texas teachers. The material in this manual will provide you with an understanding of the PDAS and assist you in your continued professional growth.

We believe that the new Professional Development and Appraisal System (PDAS) is more responsive to the needs of teachers and will advance the level of professional practice in the state. The PDAS will recognize teachers for the kinds of improvements they have made in their professional practice and support their efforts to continue that change by acknowledging and encouraging good teaching practices.

The system provides a fair process that is practical to implement, and includes due process safeguards. In addition to a focus on student performance, the Professional Development and Appraisal System has been designed to promote quality professional development for teachers that correlates with the goals of the campus and district, is relevant to the teaching assignment, and helps the teacher to address the varied characteristics of all students.

The staff at the Texas Education Agency stand ready to assist you with any questions which you may have concerning the implementation of the Professional Development and Appraisal System. Once again, thank you for your commitment to your profession and to the children of Texas.

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
for Texas Teachers

Executive Summary

Legal Requirements and History of Development

Senate Bill 1, passed in 1995, required the Commissioner of Education to develop a recommended appraisal system for Texas teachers, with input from teachers and other professionals. In addition to specifying general characteristics of an appraisal system, Section 21.351 of the Texas Education Code (TEC) requires that criteria for the Commissioner's recommended system include: (1) information on the teachers' implementation of discipline management procedures, and (2) information on the performance of teachers' students. This link of teacher appraisal to student performance represents an important distinction between the law under which the Texas Teacher Appraisal System (TTAS) was developed and the current statute.

In developing the Professional Development and Appraisal System, Commissioner Moses solicited input from the state-level Appraisal Advisory Committee as well as input from all professional associations and organized focus groups including teachers, principals, superintendents, personnel directors, and service center training personnel. Numerous refinements were made based upon this professional input.

Following the focus group process, the revised system was put through a field trial involving 27 campuses across the state. Field trial participants responded to a lengthy survey concerning the PDAS, and again, changes were made based on their input. This group also helped to verify the new standards in the PDAS system.

Finally, a Standards Validation Committee composed of field trial and pilot training participants was convened to review and validate the performance standards criteria-by-criteria. In all, over 400 people provided insight and recommendations into this system, and modifications are reflected in this final proof document and training materials.

Goals of the System

The goals of the Professional Development and Appraisal System are:

1. To devise a recommended system which fulfills the requirements of law found in Section 21.351, TEC;
2. To develop a fair and practical appraisal process which builds upon and makes improvements in the current TTAS;
3. To develop a system which acknowledges and reinforces good teaching practices which are supported by research and evidenced by most Texas teachers; and
4. To develop a system which promotes and supports quality professional development among teachers in the state of Texas.

Overview of the System

The PDAS includes fifty-one evaluation criteria organized in eight domains. The evaluation criteria are based on refinements of the criteria used in the TTAS and also incorporate the new Proficiencies for Learner-Centered Instruction, adopted in 1994 by the State Board of Education. These proficiencies were based on input from over 10,000 Texas teachers. The resulting PDAS criteria are more inclusive of individual teaching styles and less directive than the TTAS criteria.

The eight PDAS domains are:

Domain I:	Active, Successful Student Participation in the Learning Process
Domain II:	Learner-Centered Instruction
Domain III:	Evaluation and Feedback on Student Progress
Domain IV:	Management of Student Discipline, Instructional Strategies, Time, and Materials
Domain V:	Professional Communication
Domain VI:	Professional Development
Domain VII:	Compliance with Policies, Operating Procedures and Requirements
Domain VIII:	Improvement of Academic Performance of all Students on the Campus (Based on Indicators Included in the AEIS)

Domain VIII constitutes the student performance link. This domain is comprised of a total of ten criteria. Five of the criteria relate to teacher efforts to plan, analyze and deliver instruction which is aligned with appropriate academic skills objectives addressed within the teacher's particular assignment. One criteria in this domain relates to the teacher's continuing efforts to monitor student attendance and to be proactive in intervening with regard to students who experience attendance problems. Three criteria relate to teacher's efforts to identify and intervene appropriately with students in at-risk situations. Finally, a tenth criteria is the shared score on the overall campus performance rating, which will be formally incorporated in the system in the 1998-99 school year.

Scoring of the domains is done primarily through classroom observational data and input from teachers through responses on the Teacher Self-Report Form. Relevant out-of-classroom data may also be used if documented and shared with the teacher. The domains are scored in four categories: (1) Exceeds Expectations; (2) Proficient; (3) Below Expectations; and (4) Unsatisfactory. Each domain is scored independently, and thus there are no cumulative scores.

Implementation of the System

In terms of its implementation, the new PDAS system is very similar to the TTAS. The system requires a minimum of one observation of at least 45 minutes, plus additional observations and walk-throughs as necessary. As now, observations may be scheduled or unscheduled at the discretion of the local district. Teachers and appraisers may mutually elect to adjust the length of observations so long as the total amount of time adds up to 45 minutes. As in the old TTAS, teachers will receive a written observation summary and summative annual appraisal report. A summative appraisal conference is guaranteed to the teacher unless he or she expressly waives their choice for such a conference.

Teachers who have concerns about their appraisals may continue to request a second appraiser, or may appeal the appraisal in a manner similar to TTAS. For those teachers whose performance is appraised as less than acceptable, adequate due process provisions have been incorporated in the rules, and these teachers are now given an opportunity to improve their performance through the development of an intervention plan.

The PDAS also provides for teacher input into their own appraisal ratings, especially in Domain VI (Professional Development) and Domain VIII (Efforts to Improve Academic Performance), through the inclusion of the Teacher Self-Report Form. This enables teachers to submit concrete examples of their best work, in a limited format, to their appraiser for consideration in the appraisal process.

Training for Teachers

The PDAS system provides opportunities for representative teachers to participate in appraisal training. In the initial PDAS training, districts will be required to offer opportunities for appraisal training to a number of teachers equal to the number of campus administrators. These teacher participants will be nominated by site-based decision making committees, and the district will incur the training fees for these teacher participants. Additionally, all teachers must receive an overview of the system at least three weeks prior to their first observation, and at the discretion of the principal, trained teachers may assist in presenting the orientation.

Refining the System

The staff at the Texas Education Agency stand ready to assist you with any questions which may have concerning the implementation of the Professional Development and Appraisal System. We thank you for your work with the PDAS and wish you all the best in your efforts.

For further information, contact your Regional Education Service Center PDAS Coordinator,
or
Texas Education Agency, Division of Educator Appraisal
1701 North Congress
Austin, TX 78701
512-475-1233

CHECKLIST OF *TEACHER* ACTIONS

Professional Development and Appraisal System for Texas Teachers

ACTIVITY	TASK	TIME FRAME	COMPLETED
Nominate Teacher Participants for Appraiser Training	•Each campus must offer the opportunity to participate in appraisal training to a number of teachers equal to the number of campus administrators. •Each campus must have at least one teacher participant at appraiser training. •Principal solicits nominations from the SBDM committee.	Prior to the final meeting of the SBDM committee for the 1996-97 school year.	
Participate in Teacher Orientation	Must be provided for teachers no later than the final day of the first three weeks of school and at least three weeks before the first observation.	No later than the final day of the first three weeks of school and at least three weeks before the first observation.	
Complete Teacher Self-Report	Complete Sections I, II, and III of the Teacher Self-Report.	Section I: No later than the last day of the first six weeks of school. Sections II & III: No later than two weeks prior to the end of the period for summative annual conferences on the school district appraisal calendar.	
Participate in Observations	Participate in observations and walk throughs based on district appraisal calendar. Advance notice may be given, but is not required.	According to the observation period on the school district calendar and no later than 15 working days before the last day of instruction for students.	
Participate in Summative Annual Conference	Prepare to discuss: •Teacher Self-Report •Observation Summary Form(s) •Cumulative Data	No later than the end of the period for summative annual conferences on the school district appraisal calendar.	

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Field Trial Campuses

Arden Road Elementary
Canyon ISD
Austin Elementary
Harlingen Cons ISD
Bonham Middle School
Amarillo ISD
Borger High School
Borger ISD
DeLeon High School
DeLeon ISD
Douglass Elementary
Houston ISD
Glen Rose Elementary
Glen Rose ISD
Groesbeck Middle School
Groesbeck ISD
H.P. Miles Middle School
La Vega ISD
Happy Elementary
Happy ISD
Hereford Junior High
Hereford ISD
Hico High School
Hico ISD
Hillsboro Junior High
Hillsboro ISD
Lingleville School
Lingleville ISD
McAuliffe Elementary
McAllen ISD
Palo Duro High School
Amarillo ISD
Panhandle Elementary
Panhandle ISD
Rosenthal Elementary
Robinson ISD
Stephenville International
Stephenville ISD
Sul Ross Elementary
Waco ISD
Tolar Elementary
Tolar ISD
Travis Elementary
Mineral Wells ISD
Tulia High School
Tulia ISD
University High School
Waco ISD
Valley Mills High School
Valley Mills ISD
Waco Alternative School
Waco ISD
Willow Springs Elementary
Killeen ISD

Pilot Training Campuses

Corrigan-Camden High
Corrigan-Camden ISD
Crippen Elementary School
New Caney ISD
Eisenhower High School
Aldine ISD
Henderson Middle School
Hardin-Jefferson ISD
Industrial High School
Industrial ISD
La Marque Middle School
La Marque ISD
P. Welder Middle School
Victoria ISD
South Houston Intermediate
Pasadena ISD
Spurger Elementary School
Spurger ISD
Vidor High School
Vidor ISD

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

TEACHER MANUAL

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Chapter 150. Commissioner's Rules Concerning Educator Appraisal

Subchapter AA. Teacher Appraisal

Text of Adopted New 19 TAC
(to be filed with the *Texas Register*)

Chapter 150. Commissioner's Rules Concerning Educator Appraisal

Subchapter AA. Teacher Appraisal

§150.1001. General Provisions.

(a) Beginning with the 1997-1998 school year, all school districts have two choices in selecting a method to appraise teachers: a teacher-appraisal system recommended by the Texas commissioner of education or a local teacher-appraisal system.

(b) The commissioner's recommended teacher-appraisal system, the Professional Development and Appraisal System (PDAS), was developed in accordance with Texas Education Code (TEC), §21.351.

(c) The superintendent of each school district, with the approval of the school district board of trustees, may select the PDAS. Each school district or campus wanting to select or develop an alternative teacher-appraisal system must follow TEC, §21.352.

§150.1002. Assessment of Teacher Performance.

(a) The teacher proficiencies described in *Learner-Centered Schools for Texas: A Vision of Texas Educators*, approved by the State Board of Education on February 11, 1994, shall be the foundation for the Professional Development and Appraisal System (PDAS).

(b) Each teacher shall be appraised on the following domains:

(1) Domain I: Active, successful student participation in the learning process;

(2) Domain II: Learner-centered instruction;

(3) Domain III: Evaluation and feedback on student progress;

(4) Domain IV: Management of student discipline, instructional strategies, time and materials;

(5) Domain V: Professional communication;

(6) Domain VI: Professional development;

(7) Domain VII: Compliance with policies, operating procedures and requirements; and

(8) Domain VIII: Improvement of academic performance of all students on the campus (based on indicators included in the Academic Excellence Indicator System (AEIS)).

(c) Each domain shall be scored independently. The evaluation of each of the domains shall consider all data generated in the appraisal process. The data for the appraisal of each domain shall be gathered from observations, the Teacher Self-Report Form, and other documented sources. The data shall describe teacher contributions in increasing student achievement, making the whole school safe and orderly, and creating a stimulating learning environment for children.

(d) Each teacher shall be evaluated on Domains I through VIII using the following categories:

(1) exceeds expectations;

(2) proficient;

(3) below expectations; and

(4) unsatisfactory.

(e) The teacher evaluation in Domain VIII shall include the following areas:

(1) efforts to enhance academic performance;

(2) efforts to enhance student attendance;

(3) efforts to identify and assist students in at-risk situations; and

(4) campus performance rating.

(f) Campus performance rating data for Domain VIII shall be reported (not scored) by a campus or district for the first year of the PDAS implementation and/or during the first year for new teachers to a campus.

§150.1003. Appraisals, Data Sources, and Conferences.

(a) Each teacher must be appraised each school year. Whenever possible, an appraisal shall be based on the teacher's performance in fields and teaching assignments for which he or she is certified.

(b) The annual teacher appraisal shall include:

(1) at least one classroom observation of a minimum of 45 minutes as identified in subsection (g) of this section, with additional walk-throughs and observations conducted at the discretion of the appraiser;

(2) a written summary of each observation, which shall be given to teachers within 10 working days after the completion of an observation, with a pre- and post-observation conference conducted at the request of the teacher or appraiser;

(3) completion of Section I of the Teacher Self-Report Form that shall be presented to the principal within the first three weeks after the Professional Development and Appraisal System (PDAS) orientation as described in §150.1007 of this title (relating to Teacher Orientation);

(4) revision of Section I (if necessary) and completion of Sections II and III of the Teacher Self-Report Form that shall be presented to the principal at least two weeks prior to the summative annual conference;

(5) cumulative data of written documentation collected regarding job-related teacher performance, in addition to formal classroom observations;

(6) a written summative annual appraisal report; and

(7) a summative annual conference.

(c) A teacher may be given advance notice of the date or time of an observation, but advance notice is not required.

(d) Each school district shall establish a calendar for the appraisal of teachers. The appraisal period for each teacher must include all of the days of a teacher's contract. Observations during the appraisal period must be conducted during the required days of instruction for students during one school year. The appraisal period:

(1) shall exclude the first two weeks of instruction;

(2) shall prohibit observations on the last day of instruction before any official school holiday or on any other day deemed inappropriate by the school district board of trustees; and

(3) shall indicate a period for summative annual conferences which ends no later than 15 working days before the last day of instruction for students.

(e) During the appraisal period, the appraiser shall evaluate and document teacher performance specifically related to the domain criteria as identified in §150.1002(b) of this title (relating to Assessment of Teacher Performance).

(f) The appraiser is responsible for documentation of the cumulative data identified in subsection (b)(5) of this section. Any third-party information from a source other than the teacher's supervisor that the appraiser wishes to include as cumulative data shall be verified and documented by the appraiser. Any documentation that will influence the teacher's summative annual appraisal report must be shared in writing with the teacher within ten working days of the appraiser's knowledge of the occurrence. The principal shall also be notified in writing when the appraiser is not the teacher's principal.

(g) By mutual consent of the teacher and the appraiser, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes.

(h) A written summative annual appraisal report shall be shared with the teacher no later than five working days before the summative conference and no later than 15 working days before the last day of instruction for students. The written summative annual appraisal report shall be placed in the teacher's personnel file by the end of the appraisal period.

(i) Unless waived in writing by the teacher, a summative conference shall be held within a time frame specified on the school district calendar and no later than 15 working days before the last day of instruction for students. The summative conference shall focus on the written summative report and related data sources.

(j) In cases where the appraiser is not an administrator on the teacher's campus, either the principal, assistant principal, or another supervisory staff member designated as an administrator on the campus will participate in the summative annual conference.

(k) Any documentation collected after the summative conference but before the end of the contract term during one school year may be considered as part of the appraisal of a teacher. If the documentation affects the teacher's evaluation in any domain, another summative report shall be developed and another summative conference shall be held to inform the teacher of the change(s).

§150.1004. Teacher in Need of Assistance.

(a) A teacher whose performance meets any of the following circumstances will be designated as a "teacher in need of assistance":

(1) a teacher who is evaluated as unsatisfactory in one or more domains; or

(2) a teacher who is evaluated as below expectations in two or more domains.

(b) When a teacher is designated as a teacher in need of assistance, the appraiser and/or the teacher's supervisor shall, in consultation with the teacher, develop an intervention plan that includes the following:

(1) domain(s) that designate a teacher as a teacher in need of assistance;

(2) directives or recommendations for professional improvement activities;

(3) evidence that is used to determine successful completion of professional improvement activities;

(4) directives for changes in teacher behavior;

(5) evidence that is used to determine if teacher behavior has changed; and

(6) specific time line for successful completion.

(c) In cases when the teacher's appraiser is not the teacher's principal, the principal shall be involved in the development and evaluation of the intervention plan.

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(d) A teacher who has not met all requirements of the intervention plan for teachers in need of assistance by the time specified may be considered for separation from the assignment, campus, and/or district.

(e) The intervention plan shall include options for professional development activities designed to enhance teacher proficiency. At least one option shall not place significant financial burden on either the teacher or the school district.

(f) An intervention plan may be developed at any time at the discretion of the appraiser when the appraiser has documentation that would potentially produce an evaluation rating of "below expectations" or "unsatisfactory."

§150.1005. Teacher Response and Appeals.

(a) A teacher may submit a written response or rebuttal at the following times:

   (1) after receiving a written observation summary, or any other written documentation associated with the teacher's appraisal; and/or

   (2) after receiving a written summative annual appraisal report.

(b) Any written response or rebuttal must be submitted within 10 working days of receiving a written observation summary, a written summative annual appraisal report, or any other written documentation associated with the teacher's appraisal. At the discretion of the appraiser, the time period may be extended to 15 working days.

(c) A teacher may request a second appraisal by another appraiser at the following times:

   (1) after receiving a written observation summary with which the teacher disagrees; and/or

   (2) after receiving a written summative annual appraisal report with which the teacher disagrees.

(d) The second appraisal must be requested within 10 working days of receiving a written observation summary or a written summative annual appraisal report. At the discretion of the appraiser, the time period may be extended to 15 working days.

(e) A teacher may be given advance notice of the date or time of a second appraisal, but advance notice is not required.

(f) The second appraiser shall appraise the teacher in all domains. The second appraiser shall make observations and walk-throughs as necessary to evaluate Domains I through V. The second appraiser shall use the Teacher Self-Report Form and cumulative data from the first appraisal to evaluate Domains VI through VIII. Cumulative data may also be used by the second appraiser to evaluate other domains.

(g) Each school district shall adopt written procedures for a teacher to present grievances and receive written comments in response to the written annual report. Each district shall also adopt written procedures for determining the selection of second appraisers. These procedures shall be disseminated to each teacher at the time of employment and updated annually or as needed.

§150.1006. Appraiser Qualifications.

(a) The teacher-appraisal process requires at least one appraiser.

(b) The teacher's supervisor shall conduct the teacher's appraisal and must hold a superintendent, mid-management (principal), or supervisor certification, or must hold comparable certificates established by the State Board for Educator Certification. An appraiser other than the teacher's supervisor must be approved by the school district board of trustees, hold a valid teaching certificate, and have at least three years of prekindergarten, elementary, or secondary teaching experience.

(c) An appraiser who is a classroom teacher may not appraise the performance of another classroom teacher who teaches at the same school campus at which the appraiser teaches, unless it is impractical because of the number of campuses or unless the appraiser is the chair of a department or grade-level whose job description includes classroom observation responsibilities.

(d) Before conducting an appraisal, an appraiser must be certified by having satisfactorily completed uniform appraiser training, including required Instructional Leadership Training (ILT), with a trainer and curriculum approved by the commissioner of education. Periodic recertification and training shall be required.

(1) Educators certified as appraisers for the Texas Teacher Appraisal System (TTAS) before January 1997, shall be required to take only the Professional Development and Appraisal System (PDAS) training to qualify as a certified appraiser for the new system.

(2) Educators seeking certification as an appraiser for the PDAS after January 1, 1997, holding no prior TTAS certification, shall be required to complete the ILT and the PDAS training.

§150.1007. Teacher Orientation.

(a) A school district shall ensure that all teachers are provided with an orientation of the Professional Development and Appraisal System (PDAS) no later than the final day of the first three weeks of school and at least three weeks before the first observation.

(1) Additional orientations shall be provided any time substantial changes occur in the PDAS.

(2) A teacher new to the district shall be provided with an orientation of the PDAS at least three weeks before the teacher's first observation.

(b) Teachers' orientation shall include materials approved by the commissioner of education. These materials shall include all state and local appraisal policies, the local appraisal calendar, and information on the requirements for the completion of the Teacher Self-Report Form. In addition to the orientation, campuses may hold other sessions sufficient in length allowing teachers to actively participate in a discussion of the PDAS specifics and to have their questions answered.

§150.1008. Training of Teacher Participants.

(a) In the initial year of adoption and implementation of the Professional Development and Appraisal System (PDAS), selected teachers from each campus shall be given the opportunity to participate in the appraisal training for purposes of disseminating information to colleagues on their campus and assisting, at the discretion of the principal, in the orientation of all campus teachers. These teachers shall be designated as appraisal-orientation facilitators.

(1) Each campus shall offer the opportunity to participate in appraisal training to a number of teachers equal to the number of campus administrators; however, each campus shall have at least one teacher participant.

(2) The principal shall select representative teachers from nominations submitted by the site-based decision making (SBDM) committee created in accordance with Texas Education Code (TEC), §11.251. The principal may select representatives other than those nominated by the SBDM committee when nominated teachers are unable to attend appraisal training.

(3) Each school district shall pay the training fees for its teachers attending the PDAS appraisal training.

(b) School districts and regional education service centers shall make available additional training for teachers as part of the district's and education service center's menu of professional development opportunities. All teachers are eligible to participate in appraisal and/or Instructional Leadership

Training (ILT) at their own expense. Executive directors of regional education service centers may prescribe appropriate registration fees to offset the cost of providing these services.

§150.1009. Alternatives to the Commissioner's Recommended Appraisal System.

(a) District option. Beginning with the 1997-1998 school year, a school district not wanting to use the commissioner's recommended Professional Development and Appraisal System (PDAS) must develop its own teacher-appraisal system supported by locally adopted policy and procedures and by the processes outlined in Texas Education Code (TEC), §21.352. The Texas Teacher Appraisal System (TTAS) is no longer a state-recommended system; however, it may become a local option governed by the process outlined in TEC, §21.352. If adopted as a local option, the TTAS must be modified to comply with TEC, §21.351(a)(1) and (2).

- (1) The school district-level planning and decision-making committee shall:
  - (A) develop an appraisal process;
  - (B) develop evaluation criteria, including discipline management and performance of the teachers' students; and
  - (C) consult with the campus planning and decision-making committee on each campus in the school district.
- (2) The appraisal process shall include:
  - (A) at least one appraisal each year;
  - (B) a conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and
  - (C) criteria based on observable, job-related behavior, including:
    - (i) teachers' implementation of discipline management procedures; and
    - (ii) performance of the teachers' students.
- (3) The school district-level planning and decision-making committee shall submit the appraisal process and criteria to the superintendent, who shall submit the appraisal process and criteria to the school district board of trustees with a recommendation to accept or reject. The school district board of trustees may accept or reject an appraisal process and performance criteria, with comments, but may not modify the process or criteria.

(b) Campus option. A campus within a school district may choose to develop a local system as provided in this section.

- (1) The campus planning and decision-making committee shall:
  - (A) develop an appraisal process;
  - (B) develop evaluation criteria, including discipline management and performance of the teachers' students; and
  - (C) submit the process and criteria to the district-level planning and decision-making committee.
- (2) The appraisal process shall include:
  - (A) at least one appraisal each year;
  - (B) a conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and

(C) criteria based on observable, job-related behavior, including:

  (i) teachers' implementation of discipline management procedures; and

  (ii) performance of the teachers' students.

(3) Upon submission of the appraisal process and criteria to the school district-level planning and decision-making committee, the committee shall make a recommendation to accept or reject the appraisal process and criteria and transmit that recommendation to the superintendent.

(4) The superintendent shall submit the recommended campus appraisal process and criteria, the school district-level planning and decision-making committee's recommendation, and the superintendent's recommendation to the school district board of trustees. The school district board of trustees may accept or reject, with comments, an appraisal process and performance criteria, but may not modify the process or criteria.

§150.1010. District Notification to Regional Education Service Center.

For purposes of providing training and support, the superintendent shall notify the executive director of the regional education service center of the district's choice of appraisal system(s) by a time designated by the commissioner of education.

Chapter 153. School District Personnel

Subchapter BB. Commissioner's Rules Concerning School District Staff Development

Commissioner's Rules

19 TAC Chapter 153. School District Personnel

Subchapter BB. Commissioner's Rules Concerning School District Staff Development

§153.1011. Minimum Staff Development Standards.

(a) Each school district shall budget adequate time and financial resources to support a comprehensive staff development program, as approved in accordance with the Texas Education Code, §11.253(e) and §21.451, that promotes learning, promotes collaborating with colleagues, reflects best practices, and is guided by the campus improvement plan developed through the site-based decision making process.

(b) Each school district shall offer the staff development opportunities outlined in the Texas Education Code, §21.451(b), for campus and district staff to maintain skills and be thoroughly prepared to successfully carry out their duties and responsibilities. Each staff development program must address the areas required in the Texas Education Code, §21.451(a).

(c) The campus and district committees established under the Texas Education Code, §11.251, must identify staff development needs for teachers and administrators guided by the strategies and activities of the district and campus improvement plans and individual growth plans; where teachers will have input into the identification of those needs and in the planning of staff development.

(d) The approved staff development program shall provide access to various models of staff development that foster and model effective practices such as:

- (1) individually-guided model;
- (2) observation/assessment model;
- (3) development/improvement process model;
- (4) inquiry model;
- (5) training model; and
- (6) other models meeting local needs.

(e) The staff development program of the district should reflect the standards of professional practices recognized at the state and national levels.

(f) Each committee and school district shall plan for and promote student achievement for all students, with the focus of staff development on standards for student performance in the Texas essential knowledge and skills (TEKS).

Statutory Authority: The provisions of this Subchapter BB issued under the Texas Education Code, §21.451.

Source: The provisions of this §153.1011 adopted to be effective October 23, 1996, 21 TexReg 9824.

Related Statutory Citations in the Texas Education Code

Related Statutory Citations in the Texas Education Code

The following statutory citations in the Texas Education Code relate to the new 19 TAC, Chapter 150, Subchapter AA, Teacher Appraisal

Chapter 21. Educators

Subchapter H. Appraisals and Incentives

§21.351. Recommended Appraisal Process and Performance Criteria.

(a) The commissioner shall adopt a recommended appraisal process and criteria on which to appraise the performance of teachers. The criteria must be based on observable, job-related behavior, including:

  (1) teachers' implementation of discipline management procedures, and

  (2) the performance of teachers' students

(b) The commissioner shall solicit and consider the advice of teachers in developing the recommended appraisal process and performance criteria.

(c) Under the recommended appraisal process, an appraiser must be the teacher's supervisor or a person approved by the board of trustees. An appraiser who is a classroom teacher may not appraise the performance of another classroom teacher who teaches at the same school campus at which the appraiser teaches, unless it is impractical because of the number of campuses or unless the appraiser is the chair of a department or grade level whose job description includes classroom observation responsibilities.

(d) Under the recommended appraisal process, appraisal for teachers must be detailed by category of professional skill and characteristic and must provide for separate ratings for each category. The appraisal process shall guarantee a conference between the teacher and the appraiser. The conference shall be diagnostic and prescriptive with regard to remediation needed in overall performance and by category.

§21.352. Local Role

(a) In appraising teachers, each school district shall use:

  (1) the appraisal process and performance criteria developed by the commissioner, or

  (2) an appraisal process and performance criteria:

    (A) developed by the district- and campus-level committees established under Section 11.251

    (B) containing the items described by Sections 21.351(a)(1) and (2), and

    (C) adopted by the board of trustees

(b) The board of trustees may reject an appraisal process and performance criteria developed by the district- and campus-level committees but may not modify the process or criteria.

(c) Appraisal must be done at least once during each school year. The district shall maintain a written copy of the evaluation of each teacher's performance in the teacher's personnel file. Each teacher is entitled to receive a written copy of the evaluation on its completion. After receiving a written copy of the evaluation, a teacher is entitled to a second appraisal by a different appraiser or to submit a written rebuttal to the evaluation to be attached to the evaluation in the teacher's personnel file. The evaluation and any rebuttal may be given to another school district at which the teacher has applied for employment at the request of that district.

(d) A teacher may be given advance notice of the date or time of an appraisal, but advance notice is not required.

§21.451. Statutes Regarding Professional Development.

(a) The staff development provided by a school district must be conducted in accordance with minimum standards developed by the commissioner for program planning, preparation, and improvement. The staff development:

(1) must include technology training and training in conflict resolution and discipline strategies; and

(2) may include instruction as to what is permissible under law, including opinions of the United States Supreme Court, in regard to prayers in public school.

(b) The staff development must be predominantly campus-based, related to achieving campus performance objectives established under Section 11.253, and developed and approved by the campus-level committee established under Section 11.251. Campus staff development may include activities that enable the campus staff to plan together to enhance existing skills, to share effective strategies, to reflect on curricular and instructional issues, to analyze student achievement results, to reflect on means of increasing student achievement, to study research, to practice new methods, to identify students' strengths and needs, to develop meaningful programs for students, to appropriately implement site-based decision-making, and to conduct action research. The campus staff development activities may be conducted using study teams, individual research, peer coaching, workshops, seminars, conferences, or other reasonable methods that have the potential to improve student achievement.

(c) A school district may use district-wide staff development developed and approved through the district-level decision process under Section 11.251.

Appraisal Framework
(Domains I through VIII)

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

APPRAISAL FRAMEWORK

Domain I: Active, Successful Student Participation in the Learning Process

Evaluation Dimensions:

a. Quantity and quality of active student participation in the learning process is evident.

b. Students are challenged by instruction and make connections to work and life applications, both within the discipline and with other disciplines.

EVALUATION CRITERIA

Exceeds Expectations	*Proficient*	*Below Expectations*	*Unsatisfactory*
ALMOST ALL OF THE	**MOST OF THE**	**SOME OF THE**	**LESS THAN HALF OF THE**
1. Students are actively engaged in learning.	1. Students are actively engaged in learning.	1. Students are actively engaged in learning.	1. Students are actively engaged in learning.
2. Students are successful in learning.	2. Students are successful in learning.	2. Students are successful in learning.	2. Students are successful in learning.
3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.).	3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.).	3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.).	3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.).
4. Students are self-directed/self-initiated as appropriate to the lesson objectives.	4. Students are self-directed/self-initiated as appropriate to the lesson objectives.	4. Students are self-directed/self-initiated as appropriate to the lesson objectives.	4. Students are self-directed/self-initiated as appropriate to the lesson objectives.
5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.	5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.	5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.	5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.

Domain II: Learner-Centered Instruction

Evaluation Dimensions:

a. The instructional content is based on appropriate goals and objectives.
b. The instructional content includes basic knowledge and skills, as well as central themes and concepts, both within the discipline and with other disciplines.
c. The instructional strategies are aligned with learning objectives and activities, student needs, and work and life applications, both within the discipline and with other disciplines.
d. The instructional strategies promote application of learning through critical thinking and problem solving.
e. The teacher uses appropriate motivational and instructional strategies which successfully and actively engage students in the learning process.

EVALUATION CRITERIA

Exceeds Expectations	*Proficient*	*Below Expectations*	*Unsatisfactory*
ALMOST ALL OF THE TIME	**MOST OF THE TIME**	**SOME OF THE TIME**	**LESS THAN HALF OF THE TIME**
1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.	1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.	1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.	1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.
2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).	2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).	2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).	2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).
3. Instructional strategies promote critical thinking and problem solving.	3. Instructional strategies promote critical thinking and problem solving.	3. Instructional strategies promote critical thinking and problem solving.	3. Instructional strategies promote critical thinking and problem solving.
4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.	4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.	4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.	4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.
5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines.	5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines.	5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines.	5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines.
6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.	6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.	6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.	6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.
7. The teacher emphasizes the value and importance of the activity/content.	7. The teacher emphasizes the value and importance of the activity/content.	7. The teacher emphasizes the value and importance of the activity/content.	7. The teacher emphasizes the value and importance of the activity/content.
8. The teacher uses appropriate questioning and inquiry techniques to challenge students.	8. The teacher uses appropriate questioning and inquiry techniques to challenge students.	8. The teacher uses appropriate questioning and inquiry techniques to challenge students.	8. The teacher uses appropriate questioning and inquiry techniques to challenge students.
9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.	9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.	9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.	9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.

Domain III: Evaluation and Feedback on Student Progress

Evaluation Dimensions:

a. The teacher aligns assessment and feedback with goals and objectives and instructional strategies.

b. The teacher uses a variety of evaluation and feedback strategies which are appropriate to the varied characteristics of the students.

EVALUATION CRITERIA

Exceeds Expectations	*Proficient*	*Below Expectations*	*Unsatisfactory*
ALMOST ALL OF THE TIME	**MOST OF THE TIME**	**SOME OF THE TIME**	**LESS THAN HALF OF THE TIME**
1. Academic progress of students is monitored and assessed.	1. Academic progress of students is monitored and assessed.	1. Academic progress of students is monitored and assessed.	1. Academic progress of students is monitored and assessed.
2. Assessment and feedback are aligned with goals and objectives and instructional strategies.	2. Assessment and feedback are aligned with goals and objectives and instructional strategies.	2. Assessment and feedback are aligned with goals and objectives and instructional strategies.	2. Assessment and feedback are aligned with goals and objectives and instructional strategies.
3. Assessment strategies are appropriate to the varied characteristics of students.	3. Assessment strategies are appropriate to the varied characteristics of students.	3. Assessment strategies are appropriate to the varied characteristics of students.	3. Assessment strategies are appropriate to the varied characteristics of students.
4. Student learning is reinforced.	4. Student learning is reinforced.	4. Student learning is reinforced.	4. Student learning is reinforced.
5. Students receive specific constructive feedback.	5. Students receive specific constructive feedback.	5. Students receive specific constructive feedback.	5. Students receive specific constructive feedback.
6. The teacher provides opportunities for relearning and re-evaluation of material.	6. The teacher provides opportunities for relearning and re-evaluation of material.	6. The teacher provides opportunities for relearning and re-evaluation of material.	6. The teacher provides opportunities for relearning and re-evaluation of material.

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials

Evaluation Dimensions:

a. The teacher effectively implements the discipline-management procedures approved by the district.
b. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning.
c. The teacher selects instructional materials which are equitable and acknowledge the varied characteristics of all students.
d. The teacher effectively and efficiently manages time and materials.

EVALUATION CRITERIA

Exceeds Expectations	*Proficient*	*Below Expectations*	*Unsatisfactory*
ALMOST ALL OF THE TIME	**MOST OF THE TIME**	**SOME OF THE TIME**	**LESS THAN HALF OF THE TIME**
1. The teacher effectively implements the discipline-management procedures approved by the campus. The teacher participates in the development of discipline management procedures and offers suggestions for improvement.	1. The teacher effectively implements the discipline-management procedures approved by the campus. Any lack of effective implementation is rare, inadvertent, and does not seriously compromise the needs of students or the effective operation of the classroom or campus.	1. The teacher effectively implements the discipline-management procedures approved by the campus. Any lack of effective implementation is rare, inadvertent, and does not seriously compromise the needs of students or the effective operation of the classroom or campus.	1. The teacher effectively implements the discipline-management procedures approved by the campus. Any lack of effective implementation is rare, inadvertent, and does not seriously compromise the needs of students or the effective operation of the classroom or campus.
2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate.	2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate.	2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate.	2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate.
3. The teacher interacts with students in an equitable manner, including the fair application of rules.	3. The teacher interacts with students in an equitable manner, including the fair application of rules.	3. The teacher interacts with students in an equitable manner, including the fair application of rules.	3. The teacher interacts with students in an equitable manner, including the fair application of rules.
4. The teacher specifies expectations for desired behavior.	4. The teacher specifies expectations for desired behavior.	4. The teacher specifies expectations for desired behavior.	4. The teacher specifies expectations for desired behavior.
5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed.	5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed.	5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed.	5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed.
6. The teacher reinforces desired behavior when appropriate.	6. The teacher reinforces desired behavior when appropriate.	6. The teacher reinforces desired behavior when appropriate.	6. The teacher reinforces desired behavior when appropriate.
7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.	7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.	7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.	7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.
8. The teacher effectively and efficiently manages time and materials.	8. The teacher effectively and efficiently manages time and materials.	8. The teacher effectively and efficiently manages time and materials.	8. The teacher effectively and efficiently manages time and materials.

Domain V: Professional Communication

Evaluation Dimensions

a. The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with students.

b. The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with parents, staff, community members, and other professionals.

c. The teacher's interactions are supportive, courteous, respectful, and encouraging to students who are reluctant and having difficulty.

EVALUATION CRITERIA

Exceeds Expectations	*Proficient*	*Below Expectations*	*Unsatisfactory*
ALMOST ALL OF THE TIME	**MOST OF THE TIME**	**SOME OF THE TIME**	**LESS THAN HALF OF THE TIME**
1. The teacher uses appropriate and accurate written communication with students	1. The teacher uses appropriate and accurate written communication with students.	1. The teacher uses appropriate and accurate written communication with students.	1. The teacher uses appropriate and accurate written communication with students.
2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.	2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.	2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.	2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.
3. The teacher encourages and supports students who are reluctant or having difficulty.	3. The teacher encourages and supports students who are reluctant or having difficulty.	3. The teacher encourages and supports students who are reluctant or having difficulty.	3. The teacher encourages and supports students who are reluctant or having difficulty.
4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.	4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.	4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.	4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.
5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.	5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.	5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.	5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.
6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.	6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.	6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.	6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.

Domain VI: Professional Development

Evaluation Dimensions:

a. The teacher determines and participates in professional development goals and activities that are aligned with the goals of the campus and the goals of the district.
b. The teacher correlates professional development activities with assigned subject content and the varied needs of students.
c. The teacher exhibits a willingness to collaborate with colleagues and other professionals for continuous growth and development.
d. The teacher correlates professional development activities with the prior performance appraisal.

EVALUATION CRITERIA

Exceeds Expectations	*Proficient*	*Below Expectations*	*Unsatisfactory*
ALMOST ALL OF THE TIME	**MOST OF THE TIME**	**SOME OF THE TIME**	**LESS THAN HALF OF THE TIME**
1. The teacher successfully seeks out and engages in professional development activities that positively correlate with the goals of the campus and district.	1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district.	1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district.	1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district.
2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students.	2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students.	2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students.	2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students.
3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal.	3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal.	3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal.	3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal.
4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.	4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.	4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.	4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.

Domain VII: Compliance With Policies, Operating Procedures and Requirements

Evaluation Dimensions:

a. The teacher contributes to making the whole school safe and orderly, and a stimulating learning environment for children.

b. The teacher respects the rights of students, parents, colleagues, and the community.

EVALUATION CRITERIA

Exceeds Expectations	*Proficient*	*Below Expectations*	*Unsatisfactory*
1. The teacher complies with all policies, operating procedures, and legal requirements (national, state, district, and campus). The teacher participates in the development of operating procedures and offers suggestions for improvement.	1. The teacher complies with all of the policies, operating procedures, and legal requirements (national, state, district, and campus). Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/ district.	1. The teacher occasionally does not comply with policies, operating procedures, or legal requirements (national, state, district, and campus). In instances of non-compliance, the needs of the students or the effective operations of the campus/district may be compromised.	1. The teacher frequently does not comply with policies, operating procedures, or legal requirements (national, state, district, and campus). In instances of non-compliance, the needs of the students or the effective operations of the campus/district are seriously compromised.
2. The teacher complies with all verbal and written directives, participates in the development of operating procedures, and offers suggestions for improvement.	2. The teacher complies with all verbal and written directives. Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/district.	2. The teacher occasionally does not comply with all verbal or written directives. In instances of non-compliance, the needs of the students or the effective operations of the campus/district may be compromised.	2. The teacher frequently does not comply with all verbal or written directives. In instances of non-compliance, the needs of the students or the effective operations of the campus/district are seriously compromised.
3. Apart from classroom responsibilities, the teacher consistently contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.	3. Apart from classroom responsibilities, the teacher generally contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.	3. Apart from classroom responsibilities, the teacher seldom contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.	3. Apart from classroom responsibilities, the teacher rarely contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.

Domain VIII: Improvement of Academic Performance of All Students On The Campus (Based on Indicators Included in the AEIS)

Evaluation Dimensions

a. The teacher diagnoses student needs and provides performance feedback related to all appropriate TAAS-related objectives.
b. The teacher aligns the planning and delivery of instruction to all appropriate TAAS-related objectives.
c. The teacher collaborates with other faculty and administration to improve TAAS-related performance of all students on the campus.
d. The teacher identifies students who are at risk and develops appropriate strategies to assist these students.
e. The teacher monitors the attendance of all students and intervenes to promote regular attendance.

EVALUATION CRITERIA

(A) Efforts to Enhance Academic Performance*

Exceeds Expectations	*Proficient*	*Below Expectations*	*Unsatisfactory*
ALMOST ALL OF THE TIME	**MOST OF THE TIME**	**SOME OF THE TIME**	**LESS THAN HALF OF THE TIME**
1. The teacher works with colleagues to align instruction to include appropriate TAAS-related objectives to support student achievement in all assigned classes.	1. The teacher aligns instruction to include appropriate TAAS-related objectives to support student achievement in all assigned classes.	1. The teacher aligns instruction to include appropriate TAAS-related objectives to support student achievement in all assigned classes.	1. The teacher aligns instruction to include appropriate TAAS-related objectives to support student achievement in all assigned classes.
2. The teacher works with colleagues to analyze TAAS performance data relevant to all students in assigned classes prior to beginning instruction.	2. The teacher analyzes TAAS performance data relevant to all students in assigned classes prior to beginning instruction.	2. The teacher analyzes TAAS performance data relevant to all students in assigned classes prior to beginning instruction.	2. The teacher analyzes TAAS performance data relevant to all students in assigned classes prior to beginning instruction.
3. The teacher coordinates with others within and outside the teacher's discipline to determine the sequencing of classroom instruction to appropriately incorporate TAAS-related objectives.	3. The teacher adjusts the sequencing of classroom instruction to appropriately incorporate TAAS-related objectives.	3. The teacher adjusts the sequencing of classroom instruction to appropriately incorporate TAAS-related objectives.	3. The teacher adjusts the sequencing of classroom instruction to appropriately incorporate TAAS-related objectives.
4. The teacher collaborates with others within and outside the teacher's discipline to select/adapt instructional materials and activities which are correlated with appropriate TAAS-related objectives.	4. The teacher selects/adapts instructional materials and activities which are correlated with appropriate TAAS-related objectives.	4. The teacher selects/adapts instructional materials and activities which are correlated with appropriate TAAS-related objectives.	4. The teacher selects/adapts instructional materials and activities which are correlated with appropriate TAAS-related objectives.
5. The teacher provides feedback to all students regarding their learning progress on appropriate TAAS-related objectives.	5. The teacher provides feedback to all students regarding their learning progress on appropriate TAAS-related objectives.	5. The teacher provides feedback to all students regarding their learning progress on appropriate TAAS-related objectives.	5. The teacher provides feedback to all students regarding their learning progress on appropriate TAAS-related objectives.

**For Section A only, with approval of the principal, certain high school teachers may substitute other standardized measures and related objectives which are addressed in the AEIS system. This may include SAT/ACT, AP, TASP, and end-of-course examinations. The substitutions should be reflected in teacher responses on the Teacher Self-Report Form.*

(Appraisal Framework for Domain VIII continues.)

Exceeds Expectations	*Proficient*	*Below Expectations*	*Unsatisfactory*
ALMOST ALL OF THE TIME	**MOST OF THE TIME**	**SOME OF THE TIME**	**LESS THAN HALF OF THE TIME**
(B) Efforts to Enhance Student Attendance*			
6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials regarding an intervention plan for students with serious attendance problems.	The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems.	6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems.	6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems.
(C) Efforts to Identify and Assist Students in At-Risk Situations			
7. The teacher works with teachers, counselors, and other school professionals to seek information to identify and assess the needs of assigned students in at-risk situations.	7. The teacher identifies and assesses the needs of assigned students in at-risk situations.	7. The teacher identifies and assesses the needs of assigned students in at-risk situations.	7. The teacher identifies and assesses the needs of assigned students in at-risk situations.
8. The teacher meets with parents and/or other teachers of students who are failing or in danger of failing to develop an appropriate plan for intervention.	8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.	8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.	8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.
9. The teacher participates in and/or contributes to campus-wide programs to modify and adapt classroom materials and/or instruction for students in at-risk situations.	9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.	9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.	9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.

(D) Campus Performance Rating

10. The campus performance rating consists of three factors including: (a) student performance on the Texas Assessment of Academic Skills (TAAS), (b) student attendance, and (c) drop-out rates. All teachers make contributions toward this overall performance rating of the school, and therefore this is included among the criteria for improved academic excellence. The commissioner of education will issue a policy directive concerning the campus performance rating used in Domain VIII for teachers on campuses not rated under the Standard Accountability System. Beginning with the 1998-99 School Year, the following scale is used to score the campus performance rating:

Exemplary	=	5
Recognized	=	4
Acceptable	=	3
Low Performing	=	3 (improved in 75-100% of the "student groups")**
		2 (improved in 50-74% of the "student groups")**
		1 (improved in 1-49% of the "student groups")**
		0 (improved in 0% of the student groups")**

**See Commissioner's letter for clarification.

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*The criteria is related to the teachers' efforts to encourage attendance. The criteria does not speak to the attendance level in particular classes.

Revised June 8, 1998

BEST COPY AVAILABLE

Teacher Self-Report Form

Name: ______________________________

Appraiser: ______________________________

Campus: ______________________________

Appraisal Year: ______________

Date Submitted: ______________

Assignment/Grade: ______________

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

TEACHER SELF-REPORT FORM

Contributions to The Improvement of Academic Performance
of All Students on Campus

The following are general rules for use of the Teacher Self-Report (TSR):

(1) Based upon the nature of the teaching assignment, TAAS-related objectives may vary in content and level of difficulty.

(2) Context for the objectives include (1) teaching field, (2) assignment and/or (3) varying characteristics of the teacher's students.

(3) Depending upon the classroom context, objectives may be identified for:

- ***(a) a subset of the TAAS-related objectives.***
- ***(b) a subset of classes assigned to the teacher.***
- ***(c) a subset of the teacher's students.***

(4) The TSR requires the least amount of writing necessary to communicate the point or make the example (limited to one-half page per item).

Section I*

The data requested in Section I must be presented to the principal within the first three weeks after the orientation. The teacher may elect to revise this section prior to the annual summative conference.

1. Which academic skills (TAAS-related **objectives**) do you directly teach or reinforce in your classes? **Check all that apply**.

READING (Six Objectives)
Reading Comprehension

ALL OBJECTIVES	....	____
Objective 1:	The student will determine the meaning of words in a variety of contexts.	____
Objective 2:	The student will identify supporting ideas in a variety of written texts.	____
Objective 3:	The student will summarize a variety of written texts.	____
Objective 4:	The student will perceive relationships and recognize outcomes in a variety of written texts.	____
Objective 5:	The student will analyze information in a variety of written texts in order to make inferences and generalizations.	____
Objective 6:	The student will recognize points of view, propaganda, and/or statements of fact and nonfact in a variety of written texts.	____

WRITING (Seven Objectives)
Written Communication

ALL OBJECTIVES	....	____
Objective 1:	The student will respond appropriately in a written composition to the purpose/audience specified in a given topic.	____
Objective 2:	The student will organize ideas in a written composition on a given topic.	____
Objective 3:	The student will demonstrate control of the English language in a written composition on a given topic.	____
Objective 4:	The student will generate a written composition that develops/supports/elaborates the central idea stated on a given topic.	____
Objective 5:	The student will recognize appropriate sentence construction within the context of a written passage.	____
Objective 6:	The student will recognize appropriate English usage within the context of a written passage.	____
Objective 7:	The student will recognize appropriate spelling, capitalization, and punctuation within the context of a written passage.	____

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*Information primarily related to Domain VIII

MATHEMATICS (Thirteen Objectives)

Mathematics Concepts

ALL OBJECTIVES.. ____

Objective 1: The student will demonstrate an understanding of number concepts. ____

Objective 2: The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts. ____

Objective 3: The student will demonstrate an understanding of geometric properties and relationships. ____

Objective 4: The student will demonstrate an understanding of measurement concepts using metric and customary units. ____

Objective 5: The student will demonstrate an understanding of probability and statistics. ____

Mathematical Operations

ALL OBJECTIVES.. ____

Objective 6: The student will use the operation of addition to solve problems. ____

Objective 7: The student will use the operation of subtraction to solve problems. ____

Objective 8: The student will use the operation of multiplication to solve problems. ____

Objective 9: The student will use the operation of division to solve problems. ____

Problem Solving

ALL OBJECTIVES.. ____

Objective 10: The student will estimate solutions to a problem situation. ____

Objective 11: The student will determine solution strategies and will analyze or solve problems. ____

Objective 12: The student will express or solve problems using mathematical representation. ____

Objective 13: The student will evaluate the reasonableness of a solution to a problem situation. ____

OTHER OBJECTIVES ____

With the approval of the principal, certain high school teachers may substitute other standardized measures and related objectives which are addressed in the AEIS system. This may include SAT/ACT, AP, TASP, and end-of-course examinations. Specify below.

2. What process do you use to assess the needs of your students with regard to academic skills (TAAS-related objectives)?

Disaggregated TAAS data ____
Curriculum-correlated assessment materials ____
Teacher-designed assessment process/materials ____
Diagnostic observations ____
Other standardized test results ____
Cumulative classroom performance data ____
Other(describe) ____

Name:______________________________ Appraisal Year:______________

Appraiser:____________________________ Date Submitted:______________

Campus:______________________________ Assignment/Grade:______________

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

TEACHER SELF-REPORT FORM

Contributions to the Improvement of Academic Performance
of All Students on Campus

Section II**

The data requested in Sections II and III must be presented to the principal at least two weeks before the annual summative conference. Limit all responses to one-half page per response.

3. Describe a specific instructional adjustment (e.g., materials, sequencing, etc.) which you have made based on the needs assessment of your students.
4. Describe the approaches you have used to monitor classroom performance and to provide feedback to students regarding their progress in academic skills (TAAS-related objectives).
5. Describe how you assisted your students who were experiencing serious attendance problems.
6. Describe your approach in working with students who were failing or in danger of failing.

**Information primarily related to Domain VIII

Section III***

Provide the information requested in the space below.

7. List or describe your professional development activities for the past year related to campus/district goals, assigned subject/content, needs of students, or prior appraisal performance in the following areas: staff development, team planning, mentoring, collaboration with colleagues, self-study, video coursework or distance learning, university-level coursework, professional conferences, and other non-traditional activities.

8. As a result of your professional development activities described above, what have you been able to use in your classroom that has positively impacted the learning or students?

9. Be prepared to discuss the following in the summative annual conference: Identify three target areas for continued professional growth. In order to organize your thoughts, you may wish to make notes below, but it is not required.

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***Information primarily related to Domain VI

Observation Summary and Summative Annual Appraisal Report Forms (Domains I through VIII)

Name ________ Appraiser: ____________ Date: ________ Campus: ____________ Assignment/Grade: ____________

Beginning Time: _____

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

Ending Time: ______

☐ Observation Summary
☐ Summative Annual Appraisal

Domain I: Active, Successful Student Participation in the Learning Process

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis-factory (x 0)	TOTAL
1. Engaged in learning	1. ____	1. ____	1. ____	1. ____	
2. Successful in learning	2. ____	2. ____	2. ____	2. ____	
3. Critical thinking/ problem solving	3. ____	3. ____	3. ____	3. ____	
4. Self-directed	4. ____	4. ____	4. ____	4. ____	
5. Connects learning	5. ____	5. ____	5. ____	5. ____	
SUBTOTAL					

Total:	20	to	25	Exceeds Expectations
	12	to	19	Proficient
	4	to	11	Below Expectations
	0	to	3	Unsatisfactory

Comments:

Strengths	Areas to Address

Domain II: Learner-Centered Instruction

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis-factory (x 0)	TOTAL
1. Goals and objectives	1. ____	1. ____	1. ____	1. ____	
2. Learner-centered	2. ____	2. ____	2. ____	2. ____	
3. Critical thinking and problem solving	3. ____	3. ____	3. ____	3. ____	
4. Motivational strategies	4. ____	4. ____	4. ____	4. ____	
5. Alignment	5. ____	5. ____	5. ____	5. ____	
6. Pacing/sequencing	6. ____	6. ____	6. ____	6. ____	
7. Value and importance	7. ____	7. ____	7. ____	7. ____	
8. Appropriate questioning and inquiry	8. ____	8. ____	8. ____	8. ____	
9. Use of technology	9. ____	9. ____	9. ____	9. ____	
SUBTOTAL					

Total:	37	to	45	Exceeds Expectations
	23	to	36	Proficient
	7	to	22	Below Expectations
	0	to	6	Unsatisfactory

Comments:

Strengths	Areas to Address

Name:____________ Appraiser:____________ Date:________ Campus:____________ Assignment/Grade:____________

Beginning Time:______

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

Ending Time:______

☐ Observation Summary
☐ Summative Annual Appraisal

Domain III: Evaluation and Feedback on Student Progress

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis-factory (x 0)	TOTAL
1. Monitored and assessed	1. ____	1. ____	1. ____	1. ____	
2. Assessment and instruction are aligned	2. ____	2. ____	2. ____	2. ____	
3. Appropriate assessment	3. ____	3. ____	3. ____	3. ____	
4. Learning reinforced	4. ____	4. ____	4. ____	4. ____	
5. Constructive feedback	5. ____	5. ____	5. ____	5. ____	
6. Relearning and re-evaluation	6. ____	6. ____	6. ____	6. ____	
SUBTOTAL					

Total:	25	to	30	Exceeds Expectations
	15	to	24	Proficient
	5	to	14	Below Expectations
	0	to	4	Unsatisfactory

Comments:

Strengths	Areas to Address

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis-factory (x 0)	TOTAL
1. Discipline procedures	1. ____	1. ____	1. ____	1. ____	
2. Self-discipline and self-directed learning	2. ____	2. ____	2. ____	2. ____	
3. Equitable teacher-student interaction	3. ____	3. ____	3. ____	3. ____	
4. Expectations for behavior	4. ____	4. ____	4. ____	4. ____	
5. Redirects disruptive behavior	5. ____	5. ____	5. ____	5. ____	
6. Reinforces desired behavior	6. ____	6. ____	6. ____	6. ____	
7. Equitable and varied characteristics	7. ____	7. ____	7. ____	7. ____	
8. Manages time and materials	8. ____	8. ____	8. ____	8. ____	
SUBTOTAL					

Total:	34	to	40	Exceeds Expectations
	20	to	33	Proficient
	6	to	19	Below Expectations
	0	to	5	Unsatisfactory

Comments:

Strengths	Areas to Address

Name:____________________ Appraiser:____________________ Date:________ Campus:______________ Assignment/Grade:____________

Beginning Time:______

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

Ending Time:_______

☐ Observation Summary
☐ Summative Annual Appraisal

Domain V: Professional Communication

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)	TOTAL
1. Written with students	1. ____	1. ____	1. ____	1. ____	
2. Verbal/non-verbal with students	2.____	2.____	2.____	2.____	
3. Reluctant students	3.____	3.____	3.____	3.____	
4. Written with parents, staff, community members, and other professionals.	4.____	4.____	4.____	4.____	
5. Verbal/non-verbal with parents, staff, community members, and other professionals.	5.____	5.____	5.____	5.____	
6. Supportive, courteous	6.____	6.____	6.____	6.____	
SUBTOTAL					

Total:	25	to	30	Exceeds Expectations
	15	to	24	Proficient
	5	to	14	Below Expectations
	0	to	4	Unsatisfactory

Comments:

Strengths	Areas to Address

Domain VI: Professional Development

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)	TOTAL
1. Campus/district goals	1. ____	1. ____	1. ____	1. ____	
2. Student needs	2.____	2.____	2.____	2.____	
3. Prior performance appraisal	3.____	3.____	3.____	3.____	
4. Improvement of student performance	4.____	4.____	4.____	4.____	
SUBTOTAL					

Total:	16	to	20	Exceeds Expectations
	9	to	15	Proficient
	3	to	8	Below Expectations
	0	to	2	Unsatisfactory

Comments:

Strengths	Areas to Address

Name ______________ Appraiser: ______________ Date: ________ Campus: ______________ Assignment/Grade: ______________

Beginning Time: _____

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

Ending Time: _______

☐ Observation Summary
☐ Summative Annual Appraisal

Domain VII: Compliance With Policies, Operating Procedures, and Requirements

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis-factory (x 0)	
1. Policies, procedures, and legal requirements	1 ____	1 ____	1 ____	1 ____	
2. Verbal/written directives	2 ____	2 ____	2 ____	2 ____	
3. Environment	3 ____	3 ____	3 ____	3 ____	TOTAL
SUBTOTAL					

Total	13	to	15	Exceeds Expectations
	9	to	12	Proficient
	3	to	8	Below Expectations
	0	to	2	Unsatisfactory

Comments:

Strengths	Areas to Address

Name:________________ Appraiser:________________ Date:________ Campus:____________ Assignment/Grade:__________

Beginning Time:______

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

Ending Time:______

☐ Observation Summary

☐ Summative Annual Appraisal

Domain VIII: Improvement of Academic Performance Of All Students on The Campus (Based on Indicators Included in the AEIS)

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis-factory (x 0)	Sub TOTAL 1-9
1. Aligns instruction	1.____	1.____	1.____	1.____	
2. Analyzes TAAS data	2.____	2.____	2.____	2.____	
3. Appropriate sequence	3.____	3.____	3.____	3.____	
4. Appropriate materials	4.____	4.____	4.____	4.____	
5. Monitors student performance	5.____	5.____	5.____	5.____	
6. Monitors attendance	6.____	6.____	6.____	6.____	
7. Students in at-risk situations	7.____	7.____	7.____	7.____	
8. Appropriate plans for intervention	8.____	8.____	8.____	8.____	
9. Modifies and adapts	9.____	9.____	9.____	9.____	
SUBTOTAL 1-9					

PLUS 10. Campus Performance Rating of: Reported only_____ Scored_____

Exemplary = 5 ________

Recognized = 4 ________

Acceptable = 3 ________

Low Performing = 3 (improved in 75-100% of the "student groups")** ________

2 (improved in 50-74% of the "student groups")** ________

1 (improved in 1-49% of the "student groups")** ________

0 (improved in 0% of the student groups")** ________

**See Commissioner's letter for clarification.

Total Domain VIII Score:

	1ST YEAR		2ND YEAR
Total:	37 to 45	Exceeds Expectations	40 to 50
	23 to 36	Proficient	24 to 39
	7 to 22	Below Expectations	8 to 23
	0 to 6	Unsatisfactory	0 to 7

Comments:

Strengths	Areas to Address

*Signature of Appraiser:*________________ *Date:*________

My appraiser has given me a copy of this Obsevation Summary Report.

*Signature of Teacher:*________________ *Date:*________

Observation Summary

*Signature of Appraiser:*________________ *Date:*________

My appraiser and I have discussed this Summative Annual Appraisal Report.

*Signature of Teacher:*________________ *Date:*________

Summative Annual Appraisal

Name:________ Appraiser:________ Date:________ Campus:________ Assignment/Grade:________

Example - 1st Year (1997-98), Reported but Not Scored

Beginning Time:______

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

Ending Time:______

☐ Observation

Summary

☐ Summative

Annual Appraisal

Domain VIII: Improvement of Academic Performance of All Students on The Campus (Based on Indicators Included in the AEIS)

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis-factory (x 0)	
1. Align instruction	1.____	1.__√__	1.____	1.____	
2. Analyze TAAS data	2.____	2.__√__	2.____	2.____	
3. Appropriate sequence	3.__√__	3.____	3.____	3.____	
4. Appropriate materials	4.____	4.__√__	4.____	4.____	
5. Monitors student performance	5.____	5.__√__	5.____	5.____	
6. Monitors attendance	6.__√__	6.____	6.____	6.____	
7. Students in at-risk situations	7.____	7.__√__	7.____	7.____	
8. Appropriate plans for intervention	8.____	8.____	8.__√__	8.____	
9. Modifies and adapts	9.____	9.__√__	9.____	9.____	Sub TOTAL 1-9
SUBTOTAL FOR ITEMS 1-9	10	18	1	0	29

PLUS 10. Campus Performance Rating of: Reported only__X__ Scored____

Exemplary = 5 ________
Recognized = 4 ________
Acceptable = 3 ________
Low Performing = 3 (improved in 75-100% of the "student groups")** ________
2 (improved in 50-74% of the "student groups")** ________
1 (improved in 1-49% of the "student groups")** ________
0 (improved in 0% of the student groups")** ________

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**See Commissioner's letter for clarification.

Total Domain VIII Score: 29

	1ST YEAR		2ND YEAR
Total:	37 to 45	Exceeds Expectations	40 to 50
	23 to 36	Proficient	24 to 39
	7 to 22	Below Expectations	8 to 23
	0 to 6	Unsatisfactory	0 to 7

Comments:

Mrs. Jones is a very good teacher. She is growing each year.

Strengths	Areas to Address
Ms. Jones is beginning to really specify the learning needs of her students. She is now preparing better instruction and materials. She has also done quite well in monitoring and increasing the attendance of her students.	Ms. Jones needs to provide more appropriate learning situations for at-risk students.

*Signature of Appraiser:*________ *Date:*______

My appraiser has given me a copy of this Observation Summary Report.

*Signature of Teacher:*________ *Date:*______

Observation Summary

*Signature of Appraiser:*________ *Date:*______

My appraiser and I have discussed this Summative Annual Appraisal Report.

*Signature of Teacher:*____184____ *Date:*______

Summative Annual Appraisal

Name:________________ Appraiser:________________ Date:_______ Campus:____________ Assignment/Grade:__________

Example - 2nd Year (1998-99), Reported and Scored

Beginning Time:______ **PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM** Ending Time:______

☐ Observation Summary
☐ Summative Annual Appraisal

Domain VIII: Improvement of Academic Performance of All Students on The Campus (Based on Indicators Included in the AEIS)

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)	
1. Align instruction	1.___	1._√_	1.___	1.___	
2. Analyze TAAS data	2.___	2._√_	2.___	2.___	
3. Appropriate sequence	3._√_	3.___	3.___	3.___	
4. Appropriate materials	4.___	4._√_	4.___	4.___	
5. Monitors student performance	5.___	5._√_	5.___	5.___	
6. Monitors attendance	6._√_	6.___	6.___	6.___	
7. Students in at-risk situations	7.___	7._√_	7.___	7.___	
8. Appropriate plans for intervention	8._√_	8.___	8.___	8.___	
9. Campus-wide programs	9.___	9._√_	9.___	9.___	Sub TOTAL 1-9
SUBTOTAL FOR ITEMS 1-9	15	18	0	0	33

PLUS 10. Campus Performance Rating of: Reported only____ Scored_X__

Exemplary	=	5	____
Recognized	=	4	____
Acceptable	=	3	3
Low Performing	=	3 (improved in 75-100% of the "student groups")**	____
		2 (improved in 50-74% of the "student groups")**	____
		1 (improved in 1-49% of the "student groups")**	____
		0 (improved in 0% of the student groups")**	____

**See Commissioner's letter for clarification.

Total Domain VIII Score: 36

	1ST YEAR		2ND YEAR
Total:	37 to 45	Exceeds Expectations	40 to 50
	23 to 36	Proficient	24 to 39
	7 to 22	Below Expectations	8 to 23
	0 to 6	Unsatisfactory	0 to 7

Comments:

Ms. Jones continues to be a solid member of our faculty. She makes efforts to improve that have paid off this year.

Strengths	Areas to Address
Ms. Jones has focused on working with students in at-risk situations, developing specific plans for intervention, which she has successfully carried out.	Ms. Jones has selected the continued alignment of instructiion with TAAS-related objectives as an area to focus on for the next year. She intends to increase her collaboration with colleagues as she works in this area.

*Signature of Appraiser:*____________________ *Date:*________

My appraiser has given me a copy of this Obsevation Summary Report.

*Signature of Teacher:*____________________ *Date:*________

Observation Summary

Intervention Plan for Teacher in Need of Assistance

Name:__________________ Appraiser:__________________

Campus:________________ Assignment/Grade:____________

Period of Intervention: From:____________ To:____________

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

INTERVENTION PLAN FOR TEACHER IN NEED OF ASSISTANCE

1. Domain(s) in which the teacher is in need of assistance.

2. Professional-improvement activities and dates for completion.

3. Evidence that will be used to determine that professional-improvement activities have been completed.

4. Directives for changes in teacher behavior and time lines.

5. Evidence that will be used to determine if teacher behavior has changed.

Signature of Appraiser	Date
Signature of Principal	Date

My appraiser, principal, and I have discussed this intervention plan. My signature does not indicate whether I agree or disagree with this plan.

Signature of Teacher	Date

Name:________________ Appraiser:________________

Campus:________________ Assignment/Grade:____________

Period of Intervention: From:____________ To:____________

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

INTERVENTION PLAN FOR TEACHER IN NEED OF ASSISTANCE

This plan has been successfully completed. ____

This plan has not been successfully completed ____

This plan was not successfully completed for the following reasons:

Further action to be taken:

Signature of Appraiser	Date
Signature of Principal	Date

My appraiser and I have discussed the evaluation of the completion of this plan. My signature does not indicate whether I agree or disagree with the evaluation of this plan.

Signature of Teacher	Date

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PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
SCORING FACTORS AND PERFORMANCE LEVEL STANDARDS

Scoring Factors:

A. Critical Attributes

B. Quality of the Application

C. Quantity of Time/Students With Which the Attributes are Exhibited.

A. **CRITICAL ATTRIBUTES** *are described in the appraisal framework.*

B. Scoring standards for QUALITY for the application of:

	Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
SCORING STANDARDS	**Consistently shows evidence of:**	Shows evidence of:	**Occasionally shows evidence of:**	**Rarely/never shows evidence of:**
GUIDELINE	• strength • impact • variety • alignment	• strength • impact • variety • alignment	• strength • impact • variety • alignment	• strength • impact • variety • alignment

Strength
- depth of knowledge
- knowledge of complexity
- conceptual foundation
  - clear
  - accurate
  - relevant

Impact
- promotes student success
- over time
- productive
- promotes student responsibility/ investment
- timely
- challenging
- promotes reflection

Variety
- appropriate to meet the varied characteristics of students
- promotes engagement/learning
- appropriate to the lesson objective
- multidimensional/ multiple

Alignment
- connection to a set of objectives and expectations external to the classroom
- congruent
- progression
- leads to understanding of unified whole
- appropriate to varied characteristics of students
- relevant

C. Scoring Standards for QUANTITY

1. For criteria primarily judged by FREQUENCY COUNTS/PERCENTAGE OF TIME.

	Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
KEY WORDS	All/Almost All	Most	Some	Less than Half
GUIDELINES	*About 90-100%*	*About 80-89%*	*About 50-79%*	*About 49% or less.*

2. For criteria primarily judged by REPEATED EVIDENCE.

	Exceeds Expectations	**Proficient**	**Below Expectations**	**Unsatisfactory**
KEY WORDS	All/Almost All	Most	Some/Sometimes	Less than Half
GUIDELINES	Consistently: • Uniformly • See it from the beginning to the end • Highly predictable • Routines are seamless	Generally: • Common practice • Predictable • Typical • Prevalent • As a rule	Occasionally: • Sporadic • Random • Moderately • More often than not • Irregular • Some	Rarely: • Infrequent • Nonexistent • Not attempted • Minimal • Hardly • No/none

Glossary for PDAS

academic learning time
that part of allocated time during which students are engaged and experiencing success

ACT
American College Testing program (college entrance examination)

active engagement
reading, writing, thinking, talking, doing, manipulating, etc.

AEIS
Academic Excellence Indicator System

aligned
mutually supportive and not in conflict. Curriculum may be aligned internally with elements supporting each other (vertically and horizontally). It may also be aligned externally, supportive of student needs, work and life applications, etc.

almost all
generally relates to 90% to 100% of the students, of the opportunities, etc.

almost all of the time
generally relates to 90% to 100% of the time

generally relates to 90% to 100% of the time

AP
Advanced Placement (examinations)

appropriate goals/objectives
as defined by state and district curriculum documents, such as the Texas Essential Knowledge and Skills (TEKS) and local frameworks and guides; includes developmental appropriateness

appropriate inquiry techniques
moving students to higher order thinking while maintaining an acceptable level of student success

appropriate pacing and sequencing of instruction
delivery of instruction which is neither too fast nor too slow to establish and maintain student engagement and success

at-risk
of dropping out of school. The state definition includes:

(1) each student in grade levels 7 through 12 who is under 21 years of age and who:
    (A) was not advanced from one grade level to the next for two or more school years;
    (B) has mathematics or reading skills that are tow or more years below grade level;
    (C) did not maintain an average equivalent to 70 on a scale of 100 in two or more courses during a semester, or is not maintaining such an average in two or more courses in the current semester, and is not expected to graduate within four years of the date the student begins ninth grade;
    (D) did not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; or
    (E) is pregnant or is a parent;
(2) each student in prekindergarten through grade 6 who:
    (A) did not perform satisfactorily on a readiness test or an assessment instrument administered at the beginning of the school year;
    (B) did not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39;
    (C) is a student of limited English proficiency, as defined by Section 29.052;
    (D) is sexually, physically, or psychologically abused; or
    (E) engages in conduct described by Section 51.03(a), Family Code; and
(3) each student who is not disabled and who resides in a residential placement facility in a district in which the student's parent or legal guardian does not reside, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster family group home.

attributable TAAS teaching
instruction directly linked to TAAS objectives and Essential Elements (and, eventually, to the Texas Essential Knowledge and Skills)

below expectations
behavior observed and documented to the standard of proficiency for some of the students and/or some of the time, i.e., 50 - 79% of the students, 50 - 79% of the time

challenge
elements of the learning that may require extra effort or persistence, that are stimulating and interesting and promote student engagement

classroom-management procedures and routines
strategies utilized to maintain and increase academic learning time

community members
parents, business persons, and others residing in or having an interest in the school community

comparable improvement
as used in the public school accountability system and is the quartile position of a school's Texas Learning Index (TLI) Average Growth for a particular subject relative to it's comparison group in a given year. Each campus has a unique comparison group of 40 other campuses in the state that closely match the target school on characteristics, including, but not limited to past performance, socioeconomic status, ethnicity, and limited English proficiency (LEP). Operational decisions about comparable improvement are responsibilities of the Commissioner of Education.

connections
learning that is related to work and life applications, to other disciplines, and to other learning within the discipline, forming contextual associations

consistent
apparent through repeated documentary evidence

creative thinking
alternative, divergent, cognitive processes which result in solving problems, making products, or posing questions which are initially novel or unconventional

criteria
descriptions of behaviors evaluated within the Professional Development and Appraisal System

critical attributes
words and expressions used in each of the criteria in the appraisal framework which convey the central meaning of the criteria, i.e., that behavior which is to be evaluated

critical thinking and problem solving
at the application level or higher of Bloom's Taxonomy (application, analysis, synthesis, and evaluation)

cumulative classroom performance data
data regarding student performance gathered over the course of a designated period such as a semester or year; could include assessments of general student work over time as well as formative and summative assessments; student portfolios

cumulative data
data gathered outside of formal observation(s) across the appraisal period

curriculum - correlated assessment materials
assessment materials that are provided as part of curriculum packages and are designed to highly align with the instructional material. Tests associated with textbooks are examples of this type of assessment.

diagnostic observations
formal or informal evaluation of student needs through analysis of student work and behavior in class

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disaggregated TAAS data
analysis of TAAS test performance by grade level, subject area, or class group in order to identify TAAS objectives for which students show particular strengths or weaknesses; can include test item analysis also. Disaggregation of data can be done formally with software and in campus teams or groups, or can be done informally by campus groups or individual teachers.

documentary evidence (documentation)
dated, factual, specific, explicit, behavioral, and valid data such as: write-ups of informal, unannounced and unplanned classroom visits of limited duration, examples of professional communication, agendas and/or minutes of formal or informal discussions or meetings, write-ups of any appropriate action, activity, or occurrence from a valid second source, documentation of pieces of student work, print-outs of aggregated student test scores, appropriate teacher-generated evidence

documentation driven
PDAS domains and criteria for which evidence is primarily derived from sources other than formal classroom observation(s). Documentation must meet the requirements of the Commissioner's and local district rule.

domain
one of eight broad categories of teaching practice in the Professional Development and Appraisal System which serve to organize the behaviors (criteria) evaluated within the system

engaged
on-task, active, interested, attentive, connected to the learning objective(s)

evaluation dimensions
descriptions of learner and teacher behaviors which serve to connect the TTAS criteria and key concepts in the Learner-Centered Proficiencies and provide a context for the evaluation criteria within each domain.

exceeds expectations
behavior observed and documented to above the standard of proficiency for almost all (or all) of the students and/or almost all (or all) of the time, i.e., from 90 - 100% of the students, 90 - 100% of the time. Exceeds expectations is also used to described behavior, such as collaborative planning, that is qualitatively different from proficient.

high cognitive level
at the application level or higher of Bloom's Taxonomy (application, analysis, synthesis, and evaluation)

high inference
requiring professional judgment based on evidence, experience, knowledge, and skill

inadvertent
unintentional

individually guided staff development
staff development designed by the professional who selects his/her own learning goals and methods for attaining the goals

inferred
established based on other knowledge within the appraisal period, subsequent communication between the teacher and the appraiser, other informal observations, and/or evidence provided by the teacher

inquiry staff development model
staff development designed by the professional involving identification of a problem, collection of data from both research and the field, analysis of data, change in practice, and collection of additional data

instruction
those professional activities required of the teacher that impact instructional planning, delivery, and, ultimately, the improvement of student performance toward specific objectives

involvement in a development/improvement process staff development model
staff development which involves the professional in a collaborative effort to assess current practices, develop plans for improvement, and implement the plans

learner centered
focused on learning and the varied characteristics of students, contributing to student success

learning needs
needs emanating from the unique characteristics of individual students, e.g., learning styles, handicapping conditions, gender expectations, cultural backgrounds, potential for at-risk indicators, age appropriateness

locally defined
as established by local policies and/or operating procedures

management
efficient and effective use of time and materials, e.g., uses of appropriate instructional technology, discipline management, and referrals, uses of appropriate strategies, materials, and expectations to produce long-term student success

most of the time
generally, 80% - 89% of the time

motivational strategies
teacher behaviors which increase the probability that a student will actively and successfully participate in the learning. Elements include level of concern, level of difficulty, stimulus variation, rewards and feeling tone.

multiple evidences
occurring more than once and/or consistently over time

non-verbal modes of communication
body languages such as eye contact, smiling, etc.

observation
formal and planned observation of instructional lesson(s) or lesson segment which meet the observation requirement of the Commissioner's rule (at least 45 minutes or mutually agreed upon shorter segments that together consist of at least 45 minutes)

observation driven
PDAS domains and criteria for which evidence is primarily derived from classroom observations(s)

observation/assessment staff development model
staff development which provides the professional the opportunity to work with a colleague to view classroom instruction, give feedback and provide reflection

other standardized test results
test results which report student performance and other standardized criterion or norm-reference assessments. These include assessments such as the ITBS, NAEP, AP exams, ACT and SAT, as well as diagnostic reading tests.

PDAS
Professional Development and Appraisal System, the Commissioner's Recommended Teacher Appraisal System

planning sessions
collegial, collaborative activities, such as grade level meetings, vertical team meetings, peer consultations, etc.

proficient
behavior observed and documented to meet the standard of the instrument for most of the students and/or most of the time, i.e., 80 - 89% of the students, 80 - 89% of the time. According to Webster's, having great knowledge and experience in a trade or profession.

rare
uncommon

relevant
connected, applicable, appropriate

repeated
more than once and/or consistently over time

SAT
Scholastic Aptitude Test (college entrance examination)

SBOE
State Board of Education

Scoring Factors and Performance Level Standards
document to assist appraisers in using the scoring factors (critical attributes, standards for quantity, and standards for quality) both to score and to document teacher performance

self-directed/self-initiated
learning which is initiated and/or monitored and adjusted by the learner. Opportunities for choice are implied in an environment which allows and/or fosters self-directed learning. Self-directed/self-initiated learning allows for and fosters students to assume responsibility for their own learning.

self-discipline
monitoring and adjusting one's own behavior in accordance with a plan to fulfill one's needs

some
generally, 50 - 79% of the time, of the students, of the opportunities, etc.

staff development models
the various models of staff development as identified in the literature and the Commissioner's Rules Concerning School District Staff Development:

(1) individually-guided model
(2) observation/assessment model
(3) development/improvement process model
(4) inquiry model
(5) training model
(6) other models meeting local needs

student characteristics
unique characteristics of individual students, e.g., learning styles, handicapping conditions, gender expectations, cultural backgrounds, potential for at-risk indicators, age appropriateness

student needs
needs emanating from the unique characteristics of individual students, e.g., learning styles, handicapping conditions, gender expectations, cultural backgrounds, potential for at-risk indicators, age appropriateness

successful in learning
more than 80% of the students demonstrate success with the stated learning objective(s)

TAAS
Texas Assessment of Academic Skills

TAAS-related objectives
learning objectives which address TAAS targets and objectives or prerequisites or extensions of TAAS targets and objectives

TASP
Texas Academic Skills Program

TEA
Texas Education Agency

teacher-designed assessment process/materials
assessment materials and procedures, including scoring standards, designed by the teacher to measure student learning. These processes and materials are highly aligned with the teacher's program of instruction.

Teacher Self-Report Form (TSR)
portion of the Professional Development and Appraisal System instrument completed by the teacher

teacher-generated evidence
documentary evidence gathered and provided by the teacher, primarily information reported in the Teacher Self-Report Form

TEC
Texas Education Code

technology
equipment and resources such as calculators, computers, telecommunications, multi-media, videotape and film, satellites and distance learning facilities, laser discs, CD-ROMs, scanners and facsimile machines used for the purpose of instruction and provided for teachers by the district

training staff-development model
staff development with objectives, activities, and outcomes designed and presented by an expert on the topic

TTAS
Texas Teacher Appraisal System

unengaged
off-task, passive, disconnected to the learning objectives(s)

unsatisfactory
behavior observed and documented to the standard of proficiency with less than half (50%) of the students and/or less than half (50%) of the time

varied characteristics
unique characteristics of individual students, e.g., learning styles, handicapping conditions, gender expectations, cultural backgrounds, potential for at-risk indicators, age appropriateness

verbal modes of communication
spoken and written words

walk-throughs
informal, unannounced, and unplanned classroom visits of limited duration; usually considered to be 15 minutes or less

work and life applications
current and/or future settings in which students may use learning

written modes of communication
printed words

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM: UPDATE #2

PDAS Training and Implementation

As of this date, 997 districts, 92.5 percent of districts in the state, have notified ESCs of their intent to utilize the PDAS in the 1997-98 school year. Training of appraisers in the new Professional Development and Appraisal System began in May and has continued through the summer. Almost 7,000 teachers and over 10,500 appraisers have been trained in the new system, and a number of training sessions are scheduled through September. The participation of teachers in the training has been a positive factor in the implementation of the PDAS.

Both teachers and appraisers see positive aspects to the PDAS. In particular, the avenues for teacher input into the appraisal process are viewed as an improvement over TTAS. Also, both teachers and appraisers have responded positively to the fact that the PDAS criteria acknowledge responsibilities that teachers routinely perform that go beyond classroom teaching. The focus on professional development is a highlight of the system for many.

With the beginning of the school year, teachers in districts that have adopted the PDAS will participate in a four-hour orientation session designed to provide the maximum amount of information concerning the new appraisal system. Teachers who have participated in the PDAS training may be serving as facilitators of these sessions. Each campus has been provided with an orientation kit, which includes all materials and accompanying guides needed for the four-hour orientation.

Teachers will be provided with a teacher manual, which includes the Commissioner's rules regarding the system, the PDAS framework, the Teacher Self-Report and Scoring Forms, as well as the Scoring Factors and Performance Level Standards for the PDAS. A glossary is also included in the manual.

Certification Issues

Because teachers have been involved in state appraisal training for the first time, some questions have arisen concerning certification of appraisers. Teachers who successfully complete PDAS training by passing the proficiency checks receive a letter of verification. If teachers successfully complete Instructional Leadership Training (ILT), they will receive a certificate which would allow them to serve as a PDAS appraiser. This certificate could potentially allow a teacher to serve as an appraiser if they meet the requirements cited in TAC §150.1006 (b). Teachers in the PDAS system will appraise other teachers only under the circumstances cited in this rule. As a general practice, teachers will not be appraising other teachers.

Teachers participating in PDAS training will be authorized to serve as orientation facilitators on their campuses, at the discretion of the principal. All teacher participants will receive a letter acknowledging their participation in the training to use as documentation for staff development purposes at the campus and district level.

The new aspect of the law allowing districts to develop their own local appraisal system has also brought questions. TEA, through the regional education service centers (ESCs), is only certifying appraisers for the commissioner's recommended system. Districts developing local alternatives must determine their own appraiser qualifications and certification requirements.

If administrators or teachers know in advance that they will seek certification as a PDAS appraiser, they will need to schedule ILT training prior to attending a PDAS appraiser training session.

Teacher Self-Report

The Teacher Self-Report (TSR) is one of the avenues of teacher input into the appraisal process and is new to this system. The TSR allows teachers to document evidence related to criteria that may not be easily observed in the classroom. Appraisers are required to evaluate the evidence provided by the teacher on the TSR to determine criteria ratings. It is important that teachers complete the form in its entirety.

The Teacher Self-Report has been modified as a result of field-trial use. Section I of the TSR, which is to be completed at the beginning of the school year, is now a checklist. Sections II and III of the TSR are to be completed prior to the summative annual conference. **During this first year of implementation only, teachers will be allowed a full *twelve weeks* after the start of school to complete the Section I of the Teacher Self-Report**. In subsequent years, Section I of the TSR must be completed by the end of the first three weeks of school.

While Section I of the TSR focuses on which TAAS-related objectives teachers address in their regular instructional program, the questions in Sections II and III, should be answered in light of the broader curriculum. Teachers can incorporate the new Texas Essential Knowledge and Skills (TEKS) in their answers to Sections II and III.

Whether or not changes will be made to the TSR following the initial year of implementation is something that will be considered by TEA staff during this year. One final note concerning the TSR: the writing on the TSR cannot be used as evidence to determine a teacher's rating on the criteria pertaining to written communication in Domain V.

Higher Standard of Performance

As many of you know, the PDAS calls for a much higher standard of performance than the Texas Teacher Appraisal System (TTAS). The proficient standard requires that evidence for criteria be found at least 80 percent of the time or that the quality of the evidence be such that it exemplifies outstanding teaching behavior. Teaching behaviors that promote student success are key elements of the PDAS criteria. Because this new standard of performance is so high, this level of performance was given the designation of "Proficient" to acknowledge that teachers performing at this level are worthy of such a designation. According to Webster's, a person who is proficient is someone who is a master of his or her craft.

Because of the new higher standards, we expect that in the first few years of implementation, the appraisal ratings for teachers may differ significantly from ratings they have received under TTAS. Teachers and appraisers will need to focus on increasing their awareness of the PDAS evaluation criteria and the new standards of performance.

Since there are many differences in evaluation criteria between the TTAS and PDAS, teachers who were on professional growth plans under TTAS will need to be reevaluated under the PDAS criteria soon after the beginning of the school year. If their performance is such that an intervention plan is called for, then a Teacher In Need of Assistance form must be completed.

Inference Standards

Because of the higher standard of performance and because it may be difficult to observe all criteria within any given domain during a forty-five minute observation, the system allows for the use of inference on the part of the appraiser. In Domains I-V and VIII, if 80 percent of the criteria are observed/ documented at the proficient standard or above, then the remaining criteria in that domain may be inferred at the "proficient" level. For example, in Domain IV if seven of the eight criteria are documented at the proficient or exceeds expectations standard, then teacher performance on the eighth criteria may be inferred to be proficient. Domains VI and VII do not have sufficient criteria to apply the inference rule. However, in Domain VII, teachers are presumed to be "proficient" in all three criteria unless there is evidence to the contrary.

As under TTAS, there are quality standards for each performance level in the PDAS, with aspects such as strength, impact, variety, and alignment being evaluated. The use of quality standards calls for professional judgment on the part of appraisers. Through ILT and appraisal training, appraisers have been and will continue to be provided the foundation they need in order to make such determinations.

The Student Performance Link

Criterion number 10 in Domain VIII is the only time that teachers are held accountable for the performance of students other than those in their classrooms. This criterion utilizes the campus performance rating, which incorporates the AEIS indicators of TAAS performance, attendance rates, and dropout rates. The other criteria in Domain VIII evaluate the teacher's performance in addressing these various indicators with the students they teach.

The first five criteria in Domain VIII address the teacher's instructional alignment with TAAS-related objectives. Many of these criteria are similar to criteria found in Domains I-III, where instructional strategies and objectives are treated in the broader context of the subject matter and teaching assignment—the TEKS, for example. In Domain VIII, these same teaching performances are evaluated through the aspect of TAAS-related objectives, which should be connected to the broader subject matter/assignment context.

The focus on TAAS-related objectives means that teachers are asked to look at the basic skill objectives of the TAAS, not at test targets or test items, to determine what TAAS-related objectives they address in their broader instructional program. It is not intended for this focus to be disconnected from the subject matter and routine instructional activities found in the classroom. Teachers will want to correlate the TAAS-related objectives with the TEKS for their grade level and content area. The incorporation of TAAS-related objectives into the instructional program should be developmentally appropriate, as well as appropriate to the regular program of instruction for the specific subject matter and teaching assignment.

PDAS Software

Training is now taking place for the PDAS Scoring Software. Contact your regional education service center for information concerning dates and times for training. This software package and accompanying training are provided free of charge to each district adopting the PDAS. Campuses and districts can call their PDAS appraisal contact regarding other software packages designed for the PDAS.

Additional Information

Contact your PDAS appraisal contact at your regional education service center or the staff at the division of educator appraisal at the Texas Education Agency at 512-475-1233.

Questions and Answers

How does a teacher achieve an "exceeds expectations" on Domain IV, criteria #5?

A teacher can achieve an exceeds expectations rating on this criterion if, in the professional judgment of the appraiser, the evidence supports such a rating. Even though a direct intervention on the part of the teacher may not be necessary during the observation, there may be sufficient evidence that the teacher has provided an appropriate learning environment such that off-task and disruptive behavior seldom occur.

How will the PDAS affect content mastery teachers who do not have a specific assigned class to teach due to students entering at different times?

The PDAS observation process should allow content mastery teachers and their appraisers greater flexibility in evaluating teacher performance in a variety of contexts because the 45-minute observation may, by mutual consent, be carried out in shorter time segments.

Is TEA anticipating a teacher exodus from low-performing campuses because of the campus performance aspect of the PDAS?

TEA does not anticipate that the impact of the campus performance rating on teachers' appraisals will serve as a significant cause of teachers moving from low-performing campuses. Because the campus performance rating is only one of ten criteria in Domain VIII, its impact is not as significant as many people believe it to be. The scoring ranges for Domain VIII were designed to allow teachers on low-performing campuses to receive a rating of exceeds expectations based on their performance on the other nine criteria in Domain VIII. In addition, the domain scores are not cumulative; they stand alone. Thus, a teacher's performance in Domain VIII will not impact his or her performance ratings in the other PDAS domains.

What is the definition of "dropout," and how is that reflected at the elementary level in the overall school rating?

All dropouts are reported annually on the PEIMS Submission 1, grades 7-12. Students served in special education are considered. Reported dropouts are removed from the dropout count for accountability purposes if they: are "recovered" through searches of other agency statewide data files; or were reported as expelled due to criminal behavior which occurred at school or a school event; or were reported as foreign students returning to their home country, or were reported as meeting all graduation requirements except passing exit-level TAAS.

The number of students who have dropped out is evaluated only for schools serving grades 7-12. Thus, for elementary campuses, the campus performance rating is based on TAAS performance and the attendance rate. Under the PDAS, however, teachers at grade 6 and below are asked to address those students who are considered to be at risk of dropping out (as per TEC §29.081) as part of the PDAS evaluation criteria. More information concerning the accountability rating system can be found in the 1997 Accountability Manual published by TEA.

Will the unscheduled observations require numerous return visits in order to provide evidence for all of the PDAS criteria?

Unlike the practice of TTAS, the PDAS observation is not intended to be a "dog and pony" show. With the PDAS, the observation can occur over a period of time, with mutual consent of the teacher and appraiser. Also, with the PDAS, evidence for some of the criteria is provided through the completion of the Teacher Self-Report. In most cases, this should be sufficient to provide adequate evidence for appraisal ratings. Appraisers may wish to conduct additional "walk through" classroom visits, but such visits are not required. How many classroom visits may be necessary to collect sufficient documentation will vary depending on the classroom/ assignment context.

Will a Braille teacher's manual be available?

Agency staff are currently working on the production of Braille and audiotaped versions of the PDAS teacher's manual that could be ordered from TEA for teachers who are visually impaired. Districts can contact the division of educator appraisal at 512-475-1233.

Will there be a scoring indicators guide for all four performance levels in the PDAS?

Yes. The agency is currently working on this guide, and hopes to distribute the guide by January 1998, if not before.

What is the definition of "third party information" and will the teacher be told who provided the information?

Third party information is information related to a teacher's performance that comes from a source other than the teacher, the appraiser, or the teacher's supervisor. If the appraiser wishes to use third party information as part of the teacher's appraisal, this information must be verified and documented. If the information will influence the teacher's summative annual appraisal report, it must be shared in writing with the teacher within 10 working days of the appraiser's knowledge of the occurrence. The principal will also be notified in writing, if the appraiser is not the teacher's principal. [TAC §150.1003 (f)] As a matter of course, the identity of the third party will be given only upon request.

Are students who are designated as "limited English proficient" in grades 7-12 considered as students in at risk situations?

According to Texas Education Code §29.081(d), students who are identified as limited English proficient **are not** considered at risk of dropping out in grades 7-12, but are considered at risk of dropping out in prekindergarten through grade 6 if they meet the definition of limited English proficient found in TEC §29.052.

Where would a teacher address his/her role as a facilitator of staff development?

A teacher would need to address this in Section III of the Teacher Self-Report.

What is learner-centered instruction?

Instruction that is based on an understanding of and a response to individual skills and needs of students so that all students can successfully meet instructional targets.

Are special education teachers expected to respond to Section I of the Teacher Self-Report form when all assigned students function at pre-academic levels and have Individual Education Plans (IEPs) that do not include TAAS-related objectives?

No. These teachers are not expected to address the 13 TAAS-related objectives listed in Section I of the TSR. However, with the approval of the principal, they may use the OTHER OBJECTIVES space in the first question of Section I to describe the scope of the instruction in pre-academic skills specified in the students' IEP.

How do regular education teachers respond to Section I of the Teacher Self-Report form to reflect instructional adaptations they provide for special education students?

Responses to the TSR are expected to include the broad range of student skills and the teacher's instructional adaptations that are typical of the teacher's assignment. It is understood that the regular teacher's role regarding instruction in TAAS-related objectives may vary for students participating in special education according to the requirements of the IEP. With the approval of the principal, the regular teacher may summarize unique circumstances in the OTHER OBJECTIVES space in the first question of Section I.

When will a full explanation of "comparable improvement" related to Domain VIII be distributed by TEA?

A decision concerning the use of comparable improvement ratings to assign varying points to teachers on low-performing campuses for criterion 10 of Domain VIII will be made by TEA. Once that decision is reached, information will be given to districts and ESCs. The agency has set a target date of March 1, 1998 for a final decision.

Can a superintendent hire a temporary employee to help a campus conduct appraisals?

Yes, if the employee meets all of the requirements of TAC §150.1006, including approval by the local board of trustees.

Can a superintendent deny a teacher's request for a second appraisal?

No. Teachers have the right to submit a written rebuttal or to a second appraisal in accordance with Texas Education Code §21.352. This applies to teachers appraised under PDAS as well as any locally developed alternative system.

What happens if the second appraisal is not conducted before the last day of instruction in a contract year? Are there implications for the appraisal if other deadlines are not met, such as deadlines for written notification?

When districts fail to meet deadlines that impact a teacher's due process rights when conducting appraisals, the district leaves itself open to question during grievance and hearing procedures. Appraisals can even be invalidated through the grievance process as a result of campus/district failure to adhere to deadlines specified for the appraisal process in Chapter 150 of the Texas Administrative Code.

If a district fails to notify teachers of a second appraisal policy, may the teacher select his or her primary appraiser to also complete the second appraisal?

In TEC §21.352(c), a teacher is entitled to a second appraisal by a different appraiser or to submit a written rebuttal to the evaluation. However, selection of the second appraiser is governed by local district policy. Under TAC §150.1005(g), each district must adopt written procedures for determining the selection of second appraisers, and these procedures must be disseminated to each teacher upon employment and as they are updated.

Can a principal do an intervention plan at the beginning of the new school year regardless of the teacher's previous score under TTAS?

Under Commissioner's Rule §150.1004(f), an intervention plan may be developed at any time at the discretion of the appraiser when the appraiser has documentation that would potentially produce an evaluation rating of "below expectations" or "unsatisfactory" in any domain.

Will a teacher with a growth plan under TTAS require a newly written intervention plan under PDAS?

Teachers with a professional growth plan under TTAS will need to be re-evaluated with the PDAS system soon after the beginning of the school year. If their performance is such that an Intervention Plan is called for, then a Teacher in Need of Assistance form must be completed.

Must the Intervention Plan for Teachers in Need of Assistance include all domains for which a teacher shows less than proficient performance?

Yes. Because of due process considerations, teachers in need of assistance must be notified of all domains in which their performance is less than proficient. However, campus and district administrators have raised concerns about overwhelming a teacher with an intervention plan that calls for significant improvements in a number of areas. In these cases, the intervention plan can be written in such a way that its completion can be staggered. For example, an intervention plan may call for a teacher to work on one or two domains, with specific performance behaviors and objectives targeted and a completion date indicated. Improvements in performance in remaining domains may have later completion dates. If a teacher successfully completes the first set of performance objectives, then he or she would move on to the next set of performance objectives. If a teacher fails to meet the deadline for the initial set of targeted performance objectives, then the intervention plan will need to be re-evaluated by campus/district personnel.

Will TEA sanction the grievance procedures developed by the Texas Association of School Boards (TASB)? If not, will TEA provide guidelines for districts to follow?

Under the Commissioner's Rules for the PDAS, districts are required to adopt written grievance procedures, but the content of the procedures themselves are left to the discretion of district policy makers [TAC §150.1005(g)]. TEA will not sanction any particular set of grievance procedures or provide guidelines for districts to follow. Districts will need to consult with their legal counsel for guidance in these matters.

What process do teachers follow to make counter-comments to administrator's comments on summative forms? Will a teacher's rebuttal to an appraiser's comments be included in the teacher's personnel file?

Teachers may submit a written response or rebuttal within 10 working days after receiving a written observation summary form or any other documentation associated with the appraisal and/or after receiving a written summative annual appraisal report [TAC 150.1005 (a) and (b)]. The teacher's written response or rebuttal becomes a part of the appraisal record and is kept with other appraisal records.

If a school district delays using the PDAS during the 1997/98 school year and decides to adopt it for the 1998/99 school year, is the scoring of the campus performance rating also delayed a year?

Yes. In the initial year of implementation of the PDAS within any school district, the campus performance rating is reported only and not scored. Rules concerning teacher orientation and participation of teachers in PDAS training would also apply during the initial year of PDAS implementation within a district, regardless of when that year occurs.

When is the deadline for a district to submit an alternative appraisal system to its teachers?

Although the Texas Education Code does not specify a date by which districts must have an alternative appraisal system in place, districts must carefully consider due process issues in the adoption of an alternative system. Due process issues include such things as sufficient time within the school year for the appraisal process to be carried out and sufficient notice to teachers of the new system prior to conducting appraisals. If teacher evaluations in the alternative appraisal system are used in contract renewal/non-renewal decisions, these due process issues can have a significant impact on the date by which school districts adopt an alternative system.

Will TEA support an abbreviated appraisal process under the PDAS system?

The agency will consider the development of a modified appraisal process for teachers who consistently meet high standards of performance. The process itself and the means by which teachers qualify for a modified appraisal are issues that will be fully explored by the agency during the 1997/98 school year.

When can teachers receive a copy of the professional development framework prepared by the ESCs?

Teachers should receive a copy from their campus/district office as soon as it has been received from the regional education service center. TEA has requested that regional education service centers have the professional development frameworks completed by August 15.

Will the Teacher Self-Report be a totally new document each year?

The agency is considering modifying the TSR for teachers in the second and subsequent years of PDAS implementation so that it serves their continuing professional development. We anticipate that there may be two forms of the Teacher Self-Report--one for teachers in their initial year of PDAS use and one for teachers in their second or subsequent year of PDAS use. Decisions regarding any modifications to the TSR will be made during the 1997/98 school year for implementation in 1998/99.

Are there any T-STAR broadcasts planned for next year and what will they address?

There are five T-STAR broadcasts planned for next year. The first program, currently scheduled for September 22, will explore the evaluation and scoring of criteria in the PDAS and the four performance levels. The second program, scheduled for October 20, will explore the issue of evidence of teacher performance over time within the PDAS. The third program, scheduled for November 24, will explore the professional development components of the PDAS system. The two remaining programs will cover the role of the TSR and the summative annual conference in the appraisal process and the purpose of the Teacher in Need of Assistance process. These programs will air after January 1998. The T-STAR program guide will have the latest information concerning broadcast dates and times.

Which ESCs are currently providing training in PDAS software, ILT, TTAS, and PDAS appraiser training?

All ESCs are offering sessions in most of these training programs. You will need to contact your regional education service center for dates and locations in your area. The PDAS appraisal contact has been provided with a list of these training sessions and dates through October for other regional education service centers.

Will appraisers need to be re-certified every year under PDAS?

Under the commissioner's rules for PDAS, appraisers will need periodic re-certification. The format and process for re-certification has yet to be developed. The agency will be working with the State Board for Educator Certification in making decisions concerning certification of PDAS appraisers.

What revisions are anticipated for ILT? When TTAS training is no longer provided, and until ILT is revised, how will ESCs certify trainers-of-trainers?

The agency is anticipating revisions to ILT. Decisions have not been made about the scope of any revisions. The issue of certifying trainers-of-trainers will need to be considered in light of decisions in the coming year concerning ILT. The agency will also be working with the State Board for Educator Certification in this process.

Which research documents will be provided to the public regarding PDAS? Do ESCs have a copy for public review? Will copies be provided in those districts (libraries) which have adopted PDAS?

A literature review and a standards comparison matrix for the PDAS have been completed. These documents are being disseminated to districts along with this mailing. ESCs will also have copies of these documents. Districts will determine how to disseminate the documents to faculty and staff.

◆

Review of the Literature Relating Professional Development and Appraisal System (PDAS) Criteria to Student Outcomes

The following annotations of research describe the relationship of the PDAS criteria to student outcomes by examining an extensive field of research emphasizing teacher effectiveness and school effectiveness. Research reports have been selected for inclusion in this review based on the following criteria.

1. The majority of the reference citations refer directly to research studies, both quantitative and qualitative, rather than a commentary or review.

2. The research studies selected demonstrate a relationship between teacher behaviors and student outcomes such as academic achievement and school attendance.

3. In an attempt to extend the review of literature completed for the Texas Teacher Appraisal System (TTAS), current research is included when possible.

Although not intended to be exhaustive, this review of the research literature provides a significant research base for the PDAS.

Domain I: Active, Successful Student Participation in the Learning Process

I-1. Students are actively engaged in learning.

Time spent engaged in academic activities correlates positively with student achievement (Brophy & Evertson, 1974; Cooley & Leinhardt, 1980; Fisher, 1978; Karweit, 1988; Rosenshine & Berliner, 1978; Stallings & Kaskowitz, 1974).

Greater student involvement minimizes student misbehavior (Kounin, 1970).

Students who are engaged in learning have increased achievement and show better personal adjustment to school (Skinner, Wellborn, & Connell, 1990).

I-2. Students are successful in learning.

Student achievement gains are maximized when students experience high success rates (Anderson, Evertson, & Brophy, 1979; Brophy & Evertson, 1974; Fisher, 1978).

I-3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.)

Stressing problem solving and planning-oriented activities in the curriculum results in increased problem solving abilities for students (Casey, 1990).

Emphasizing problem solving, application, analysis, and creativity helps students relate their learning to daily problems and a changing world (Bloom, 1986).

I-4. Students are self-directed/self-initiated as appropriate to the lesson objectives.

Classroom rated highly by students are those in which teachers provide opportunities for students to monitor themselves during task performance (Anderson, Stevens, Prawat, & Nickerson, 1988).

Students reporting higher intrinsic motivation have significantly higher achievement, lower academic anxiety, and more favorable perceptions of their academic competence (Gottfried, 1985).

Classroom environments allowing for more student choice or independence contribute to lower absence rates (Stallings, 1974; Needels & Stallings, 1975).

I-5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.

Relating activities to students' lives is positively correlated with on-task behavior (Newby, 1991).

When instruction emphasizes meaning (connections between subject areas and between home and school) students' advanced skills, such as problem solving and comprehension, are strengthened (Knapp, Shields, & Turnbull, 1995).

Domain II: Learner-Centered Instruction

II-1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.

The opportunity to learn a given content area accounts for student achievement in that area (Cooley & Leinhardt, 1980).

Covering more content increases the opportunity to learn and is related to student achievement (Rosenshine, 1976, Rosenshine & Berliner, 1978).

II-2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).

Relating topics to students' interests is an effective motivational strategy (Marshall, 1987).

Effective teachers use materials that are appropriate to their students' interests and needs (Taylor & Valentine, 1985).

Using curriculum compacting to accommodate high-ability students results in increased student achievement (Reis & Renzulli, 1992).

The use of seatwork assignments matched to students' abilities has a positive effect on student achievement (Brophy & Evertson, 1976).

II-3. Instructional strategies promote critical thinking and problem solving.

The use of higher cognitive questions by teachers has a positive effect on student achievement (Redfield & Rousseau, 1981).

Stressing problem solving and planning-oriented activities in the curriculum results in increased problem solving abilities for students (Casey, 1990).

When more time and emphasis is put on teaching higher mental processes, students gain in both higher and lower mental processes (Bloom, 1986).

When teachers ask questions that require students to apply, analyze, synthesize, and evaluate information, student achievement increases (United States Department of Education, 1987).

II-4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.

Motivation with relevance strategies (emphasizing value of instruction or relating activity to students' lives) is positively correlated with on-task behavior (Newby, 1991).

Using positive motivational statements, challenging students to learn, and relating topics to students' interests are effective motivational strategies (Marshall, 1987).

Student initiative is encouraged by providing choices and opportunities to volunteer and inviting student feedback (Wade, 1995).

Teacher behaviors, such as providing structure, autonomy support and involvement, are related to student engagement (Skinner & Belmont, 1993; Skinner, Wellborn, & Connell, 1990).

II-5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life application, both within the discipline and with other disciplines.

Learning is enhanced when students connect new material to prior knowledge and experiences (King, 1994).

When school activities are connected to students' values and interests, students initiate more of their own learning (Wade, 1995).

The use of advance organizers to connect prior knowledge to new learning increases achievement and retention of knowledge (Bloom, 1986).

II-6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.

Effective teachers are better able to match the pace of instruction to their students' needs (Berliner & Tikunoff, 1976).

Increased achievement is associated with a quicker pace of instruction (Good & Grouws, 1977).

The sequence in which information is presented to students is related to higher student achievement (Good & Grouws, 1979; Kallison, 1980; Rosenshine, 1976; Smith & Sanders, 1981)

II-7. The teacher emphasizes the value and importance of the activity/content.

Emphasizing the value of instruction is positively correlated with on-task behavior (Newby, 1991).

Effective teachers are task-oriented and emphasize the goals and value of instruction to their students (Evertson, Anderson, & Brophy, 1978).

Providing students with a clear focus of what is to be learned results in increased achievement (Good & Grouws, 1977).

Effective teachers suggest the importance of student activities by projecting a positive attitude about the work (Anderson, Evertson, & Emmer, 1979).

II-8. The teacher uses appropriate questioning and inquiry techniques to challenge students.

There is a positive correlation between the number of academic questions asked and student achievement gains (Stallings & Kaskowitz, 1974; Evertson, Anderson, & Brophy, 1978).

The use of higher cognitive questions by teachers has a positive effect on student achievement (Redfield & Rousseau, 1981).

II-9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.

The integration of technology in elementary classrooms results in an increase in achievement test scores and improvement in student attitudes (Butzin, 1992).

Students who learn with technology use more inquiry, collaborative, technological, and problem-solving skills and have better attendance than students in traditional programs (Dwyer, 1994).

The use of videodisk enhanced instruction increases student enthusiasm and achievement (Rock & Cummings, 1994).

The benefits of the use of technologies such as distance education, calculators, presentation software, and microcomputer-based labs for instruction are supported by research (Hancock & Betts, 1994).

Domain III: Evaluation and Feedback on Student Progress

III-1. Academic progress of students is monitored and assessed.

Effective teachers carefully monitor their students' academic progress (Berliner & Tikunoff, 1976; Cooley & Leinhardt, 1980; Emmer, Evertson, & Anderson, 1980; Evertson & Emmer, 1982).

Pre- and posttesting and reporting results to teachers has a positive effect on student achievement (Manatt, 1994; Manatt and Daniels, 1990).

III-2. Assessment and feedback are aligned with goals and objectives and instructional strategies.

The similarity of the curriculum to what is tested is an important predictor of achievement gain (Cooley & Leinhardt, 1980).

Aligning course objectives, instruction, and assessment and providing feedback and correctives when needed results in increased student achievement (Anderson, 1994; Block, 1973).

Performance assessment tasks are more appropriate for complex skills such as problem solving, reasoning, and communication (O'Neil, 1992).

III-3. Assessment strategies are appropriate to the varied characteristics of students.

Assessment of young children must deal with the whole child, involve repeated observations, be continuous over time, and use a variety of methods (Southern Association on Children Under Six, 1990).

Appropriate assessment allows the student to demonstrate understanding in ways that match how the student learns best (Armstrong, 1994).

Approaches based on observation are the most effective strategies for assessing young children (Hills, 1992).

III-4. Student learning is reinforced.

Higher student achievement is associated with praising student successes and providing support and corrective feedback when students do not respond correctly (Anderson, Evertson, & Brophy, 1979; Clark, Gage, Marx, Peterson, Stayrook, & Winne, 1979; Good & Grouws, 1977; Stallings, 1974; Stallings, Cory, Fairweather, and Needels, 1978).

III-5. Students receive specific constructive feedback.

Higher student achievement is associated with praising student successes and providing support and corrective feedback when students do not respond correctly (Anderson, Evertson, & Brophy, 1979; Clark et al., 1979; Good & Grouws, 1977; Stallings, 1974; Stallings, et al., 1978).

Providing corrective, non-critical feedback is correlated positively with peer acceptance of mainstreamed students (Larrivee & Algina, 1983).

Effective teachers give regular academic feedback to students (Evertson et al., 1983).

III-6. The teacher provides other opportunities for relearning and re-evaluation of material.

In high achieving schools, failure to learn is followed by immediate feedback and reinstruction (Brookover, 1979).

Regular assessment of student learning followed by feedback, corrective procedures and retesting results in increased student achievement (Block, 1973; Bloom, 1986).

Providing the necessary corrective strategies following instruction and testing enhances the achievement of low-performing students (Fuchs, Fuchs, & Tindal, 1986).

Domain IV: Management of Student Discipline, Instructional, Strategies, Time, and Materials

IV-1. The teacher effectively implements the discipline-management procedures approved by the campus.

An orderly, safe climate conducive to teaching and learning is a characteristic of effective schools (Edmonds, 1982).

A purposeful school climate communicated by order and discipline in the building leads to increased student achievement (Purkey & Smith, 1983).

Successful schools have discipline policies that are clearly defined, communicated and consistently enforced (United States Department of Education, 1987).

IV-2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning.

Effective teachers emphasize student responsibility for productive use of time and completion of work (Evertson & Emmer, 1982).

Effective teachers develop procedures to keep students responsible for their work (Evertson et al., 1983).

Students reporting higher intrinsic motivation have significantly higher achievement, lower academic anxiety, and more favorable perceptions of their academic competence (Gottfried, 1985).

IV-3. The teacher interacts with students in an equitable manner, including fair application of rules.

Effective teachers are more consistent when enforcing rules and procedures (Emmer et al., 1980; Evertson & Emmer, 1982; Evertson et al., 1983).

IV-4. The teacher specifies expectations for desired behavior.

Teachers who are more explicit about desired student behavior have classrooms with improved student task engagement and less inappropriate behavior (Anderson, Evertson, Emmer, 1979; Emmer et al., 1980; Evertson & Emmer, 1982).

Teaching students rules and procedures at the beginning of the school year has a greater effect on student behavior than teaching rules later in the year (Evertson et al., 1983).

Teachers who are better classroom managers provide a rationale for expected behavior (Anderson, Evertson, Emmer, 1979).

IV-5. The teacher intervenes and re-directs off-task, inappropriate, or disruptive behavior.

Classes rated as controlled and orderly show greater achievement than classes rated as less controlled or disorganized (Solomon & Kendall, 1979).

Rates of misbehavior are negatively correlated with achievement (Evertson, Emmer, & Brophy, 1980; Good & Grouws, 1977; Larrivee & Algina, 1983).

Effective classroom managers intervene quickly when inappropriate behavior occurs (Anderson, Evertson, & Emmer, 1979; Emmer et al., 1980; Evertson et al., 1983).

IV-6. The teacher reinforces desired behavior when appropriate.

Effective classroom managers provide specific feedback regarding the appropriateness of student behavior (Anderson, Evertson, & Emmer, 1979; Emmer et al. 1980).

IV-7. The teacher uses instructional materials which are equitable and acknowledge the varied characteristics of all students.

Providing instructional materials and tasks which students engage in at a low error rate is associated with increased achievement for mainstreamed students (Larrivee & Algina, 1983).

Effective teachers use materials that are appropriate to their students' interests and needs (Taylor & Valentine, 1985).

Using curriculum compacting to accommodate high-ability students results in increased student achievement (Reis & Renzulli, 1992).

The use of multiethnic literature expands students' awareness of other cultures and decreases negative stereotyping (Litcher & Johnson, 1973; Norton, 1983).

IV-8. The teacher effectively and efficiently manages time and materials.

The largest gains in student achievement occur in classes where teachers are well organized, maximize instructional time, and minimize interruptions and transition time. (Brophy & Evertson, 1974; Crawford, 1983; McDonald, 1976).

Ratings of teaching skills of classroom management and organization are related to student achievement (Denton, Furtado, Wu, & Shields, 1992).

Domain V: Professional Communication

V-1. The teacher uses appropriate and accurate written communication with students.

The demonstrations (or models) students receive of language used in functional, meaningful ways are an important condition for learning language (Cambourne, 1987).

When adults provide appropriate models of the functions of writing, the literacy learning of students is enhanced (Holdaway, 1986; Teale & Sulzby, 1989).

V-2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.

The demonstrations (or models) students receive of language used in functional, meaningful ways are an important condition for learning language (Cambourne, 1987).

Effective teachers are more successful in presenting information clearly (Evertson & Emmer, 1982).

Increasing instructional clarity (explainging the purposes of activities, questioning to determine student understanding when giving directions) results in increased on-task behavior (Evertson et al., 1983).

Effective teachers communicate procedures and rules clearly to students (Emmer et al., 1980).

V-3. The teacher encourages and supports students who are reluctant and having difficulty.

Supportive response to low-ability students is associated with increased achievement (Larrivee & Algina, 1983).

Students are less likely to be absent if they believe the teacher has high expectations for them and the classroom is friendly (Aspy & Roebuck, 1977).

Frequent interactions with the teacher are especially important for low-achieving students (Stallings, 1981).

Teachers in low-SES schools who are warm and encouraging obtain the greatest learning gains (Brophy & Evertson, 1974; Solomon & Kendall, 1979).

V-6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.

The use of interpersonal skills by teachers results in gains in academic achievement, increased attendance and improved self-concept (Aspy & Roebuck, 1977).

Significant relationships exist between parental involvement activities and student achievement (United States Department of Education, 1987; Yap & Enoki, 1995).

Domain VI: Professional Development

VI-1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district.

Staff development that is schoolwide makes the most difference in student achievement and changes in teacher behavior (Stallings, 1981).

School commitment to student achievement though curricular and structural reform and staff professionalism is related to better attendance and higher academic achievement (Heck & Mayor, 1993).

On-going staff development emphasizing school climate, school effectiveness, instructional effectiveness, and classroom management results in improved student achievement and reduced discipline referrals (Freiberg, 1989).

VI-2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students.

A professional development project emphasizing cultural relevance of curriculum and instruction results in increased teacher knowledge, improved instructional strategies, improved student attitudes, increased self-esteem, and better attendance (Holderness, 1993).

The level of use of methods taught in an inservice course is related to cognitive gains made by students (Adey, 1995).

Involving teachers in staff development which emphasizes reflection about students' learning leads to changes in classroom practice and improved student learning (Schoenbach, 1994).

VI-3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal.

Teacher behavior can be changed through inservice training (Aspy & Roebuck, 1977).

When professional development includes support, feedback, and reflection, teachers are able to change their teaching in ways that result in better learning outcomes in the classroom (Bell & Gilbert, 1994).

Peer coaching is a successful professional development strategy for helping teachers learn and implement new teaching behaviors (Showers & Joyce, 1996).

VI-4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.

Teachers in successful schools value and participate in many collegial interactions including talking about instructional practices and planning and preparing teaching materials (Little, 1982).

School commitment to student achievement though curricular and structural reform and staff professionalism is related to better attendance and higher academic achievement (Heck & Mayor, 1993).

When teachers work collaboratively they practice new skills and strategies more frequently and apply them more appropriately than teachers working alone (Showers & Joyce, 1996).

Domain VIII: Improvement of Academic Excellence For All Students On The Campus

VIIIA-1. The teacher aligns instruction to include appropriate TAAS-related objectives to support student achievement in all assigned classes.

The degree to which the curriculum matches the assessment is a strong predictor of achievement gains (Cooley & Leinhardt, 1980).

Aligning course objectives, instruction, and assessment and providing feedback and correctives when needed results in increased student achievement (Anderson, 1994; Block, 1973).

In effective classrooms there is congruence among content goals and objectives, content taught, and content tested (Taylor & Valentine, 1985).

VIIIA-2. The teacher analyzes TAAS performance data relevant to all students in assigned classes prior to beginning instruction.

Pre- and posttesting and reporting results to teachers has a positive effect on student achievement (Manatt, 1994; Manatt and Daniels, 1990).

Providing frequent and graphic performance feedback to students and teachers enhances the achievement of low-performing students (Fuchs et al., 1986).

VIIIA-3. The teacher adjusts the sequencing of classroom instruction to appropriately incorporate TAAS-related objectives.

The degree to which the curriculum matches the assessment is a strong predictor of achievement gains (Cooley & Leinhardt, 1980).

Aligning course objectives, instruction, and assessment and providing feedback and correctives when needed results in increased student achievement (Anderson, 1994; Block, 1973).

In effective classrooms there is congruence among content goals and objectives, content taught, and content tested (Taylor & Valentine, 1985).

VIIIA-4. The teacher selects/adapts instructional materials and activities which are correlated with appropriate TAAS-related objectives.

A curriculum-based measurement system which provides frequent monitoring of student performance and instructional recommendations results in increased achievement especially for low-achieving students (Fuchs, Fuchs, Hamlett, Phillips, & Bentz, 1994).

Aligning course objectives, instruction, and assessment and providing feedback and correctives when needed results in increased student achievement (Anderson, 1994; Block, 1973).

In effective classrooms there is congruence among content goals and objectives, content taught, and content tested (Taylor & Valentine, 1985).

VIIIA-5. The teacher provides feedback to all students regarding their learning progress on appropriate TAAS-related objectives.

Effective teachers give regular academic feedback to students (Evertson et al., 1983).

Providing teachers and students frequent feedback related to student performance results in increased achievement for low-achieving students (Fuchs et al., 1994; Fuchs et al., 1986).

Frequent assessments of student mastery and referrals to earlier performance are associated with student achievement gain (Cooley & Leinhardt, 1980).

VIIIB-6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems.

The school climate set by the staff and effective monitoring of daily attendance can reduce absences of students (United States Department of Education, 1987).

Student attendance impacts student achievement, especially in the area of mathematics (Manatt, 1994).

Absenteeism and tardiness are reduced in schools with a consistent, enforced attendance policy (Stallings, 1981).

VIIIC-7. The teacher identifies and assesses the needs of assigned students who are in at-risk situations.

Achievement is increased when low-achieving students are identified by frequent monitoring of student performance and instructional recommendations are implemented. (Fuchs et al., 1994).

The identification of students in at-risk situations and the implementation of an intervention plan results in growth in language skills, a decrease in grade retention rates, and a decline in absenteeism rates (Vandergrift, 1991).

Identifying low-performing high school students and teaching them a strategy for constructing meaning when reading increases achievement (Carter, 1997).

VIIIC-8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.

A school-wide intervention plan implemented in low-performing elementary schools results in improved student achievement and reduced discipline referrals (Freiberg, 1989).

Implementing intervention programs and strategies results in growth in language skills, a decrease in grade retention rates, and a decline in absenteeism rates (Vandergrift, 1991).

Identifying low-performing high school students and teaching them a strategy for constructing meaning when reading increases achievement (Carter, 1997).

A school-wide reading intervention program increases the reading achievement of disadvantaged students (Slavin et al., 1994).

VIIIIC-9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.

The use of seatwork assignments matched to students' abilities has a positive effect on student achievement (Brophy & Evertson, 1976).

Effective teachers are better able to match the pace of instruction to their students' needs (Berliner & Tikunoff, 1976).

Effective teachers use materials that are appropriate to their students' interests and needs (Taylor & Valentine, 1985).

Providing correctives that present alternative ways of learning unmastered material increases student achievement (Bloom, 1973).

VIIID-10. The campus performance rating consists of three factors including: (a) student performance on the Texas Assessment of Academic Skills (TAAS), (b) student attendance, and (c) drop-out rates. All teachers make contributions toward this overall performance rating of the school, and therefore this is included among the criteria for improved academic excellence.

Successful teachers are those who assume responsibility for student learning (Brophy & Evertson, 1974).

High achieving schools are characterized by a school-wide standard for high achievement by all students (Brookover, 1979; Purkey & Smith, 1983).

Effective schools use changes in student achievement as a measure to evaluate programs of school improvement (Edmonds, 1982).

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Professional Development and Appraisal System for Texas Teachers: Update #1

This update is intended to provide you with an overview of ongoing developments concerning the PDAS as we near the implementation stage. We hope you find it beneficial.

Results of PDAS Field Trial

During the months of February and March, 80 teachers and 27 administrators from 27 campuses across the state participated in a field trial of the PDAS instrument. As part of the field trial, the teachers and administrators received an orientation to the system and returned to their campuses to implement the observation, Self-Report, and summative conference portions of the PDAS.

All of the teachers and administrators involved in the field trial completed an extensive survey in which they were asked to evaluate the PDAS based on their experiences. The written survey responses are currently under evaluation. In addition, nine focus groups—three groups of teachers from several campuses, three groups of principals from several campuses, and three campus groups of teachers and an administrator—participated in a structured interview process designed to elicit in-depth responses to key components of the system. These focus groups offered a number of suggestions which have led to some proposed modifications to the Commissioner's Rules Concerning Educator Appraisal and to the PDAS framework. Also, many comments and suggestions made by field trial participants which will enhance the PDAS appraiser training currently under development.

Preliminary reports from the PDAS Research Team indicated that, overall, the response of field trial participants was positive. The Research Team is in the process of compiling its final report of the field trial.

Proposed Changes to Commissioner's Rules and PDAS Framework

A rule has been proposed that requires a campus administrator to be involved in the summative annual conference in cases where the appraiser is not the teacher's campus supervisor. The proposed rule text is as follows:

> *In cases where the appraiser is not an administrator on the teacher's campus, either the principal, assistant principal, or another supervisory staff member designated as an administrator on the campus will participate in the summative annual conference.*

In addition to editorial refinements and clarifications, field trial participants recommended:

- In Domain IV, evaluation criteria #9 be **deleted**.

- Modifications to the Teacher Self-Report Form.

Pilot of PDAS Appraiser Training

A pilot of the PDAS appraiser training was conducted March 19 and 20. Participants in the pilot training included teachers and administrators. This pilot is intended to help insure that the PDAS training is of high-quality and sufficient to support implementation efforts on campuses. Participants assisted in making refinements to the training.

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While originally approved for a total of two and a half days for PDAS training, the pilot enabled us to shorten training to an intense two-day format.

Districts wishing to participate in PDAS appraiser training will need to contact their ESC. Service center personnel are already in the process of developing summer schedules for PDAS training, with some sessions scheduled for May. Also, districts need to remember to send their "Notification of Intent" form to the ESC no later than April 15.

Scoring Software

A user-friendly, point-and-click PDAS scoring software package is in the final development stages and will be ready for distribution to districts this summer. This software package, which runs on Filemaker Pro in both IBM and Macintosh platforms, is intended to support administrators in the recordkeeping aspects of the appraisal system. The PDAS scoring software automatically calculates and scores each domain and includes a cumulative data documentation component. Preliminary reactions to the software package have been very favorable.

The agency will provide an initial copy of the scoring software to districts at no cost. Districts will be able to order the PDAS scoring software package at the time of appraiser training. A half-day orientation to the software package will be provided at a later date for district personnel. Districts not currently using Filemaker Pro version 3.03 may wish to purchase it in advance of the training.

Professional Development Framework

As part of the support for the professional development uses of the PDAS, Education Service Center staff are in the process of developing a matrix for teachers and administrators in their regions which will identify key ESC professional development opportunities that address the evaluation criteria in the PDAS. The professional development framework will identify professional development opportunities and the specific PDAS criteria they address. This is intended to support teachers and administrators as they seek to identify appropriate professional development activities that are correlated to specific areas to address indicated on the PDAS observation summary/annual summative report forms.

The ESC professional development frameworks are designed to be integrated with the PDAS scoring software, allowing administrators to quickly identify appropriate professional development opportunities for individual teachers. In addition, the scoring software will produce a campus-wide professional development "needs" report based on an analysis of information from the observation summary/summative annual report forms.

* * *

Frequently Asked Questions

Are new appraisers who are not currently certified in TTAS required to have ILT and TTAS training in order to be eligible for certification as PDAS appraisers?

New appraisers must successfully complete ILT and PDAS training to become a certified PDAS appraiser. New appraisers are not required to have TTAS training.

Should other professional staff such as speech pathologists, librarians, and counselors be evaluated under the PDAS?

No, unless these professionals are teaching at least an average of four hours each day in an academic instructional setting or a career and technology instructional setting (See TEC §5.001.2). Under Senate Bill 1, the Commissioner has authority to establish appraisal systems for teachers, administrators, and counselors. The PDAS is only intended as an appraisal system for teachers. The Commissioner has approved an appraisal process for counselors. Information about this process can be obtained from the Division of Counseling and Guidance at TEA.

What about the campus performance rating for teachers new to a campus?

For teachers new to a campus, the campus performance rating is reported only during the first year of service on that campus, not scored. For these teachers, the Domain VIII score is based solely on the first nine criteria in that domain. The campus performance rating is scored for these teachers in the second and subsequent years of service on that campus.

What about the campus performance rating for teachers with multi-campus assignments?

If districts have not already done so, they will need to designate a campus of record for those teachers. The performance rating from that campus of record will be included in the teacher's annual appraisal.

What about the campus performance rating for teachers at magnet schools?

Magnet campuses, including those at the eleventh and twelfth grade level, are paired with another campus in their district. These teachers will receive a campus performance rating.

What about the campus performance rating for teachers on alternative, early childhood or other campuses that do not receive a campus performance rating under the Standard Accountability System?

This is currently under review. The commissioner of education will issue rules concerning the campus performance rating used in Domain VIII for teachers on campuses not rated under the Standard Accountability System.

What about training-of-appraisers[1] in large districts? (A) Can districts train their own appraisers? (B) How can these trainers-of-appraisers be trained? (C) Are trainers-of-appraisers required to have TTAS and ILT training? (D) Can these trainers-of-appraisers train in other districts? (E) Can these district trainers-of-appraisers certify appraisers?

A. *Yes, districts can train their own appraisers; however, they cannot train their own trainers-of-appraisers. The district trainers-of-appraisers must receive their training through the regional education service center.*

B. *Large districts should contact their ESC appraisal representative who will make arrangements for trainers-of-appraisers to attend the appropriate PDAS training.*

C. *Yes. Because the Professional Development and Appraisal System (PDAS) is based on TTAS, it is required that PDAS trainers have both TTAS and ILT training.*

D. *No, these district trainers-of-appraisers cannot train in other districts unless they have been invited to do so by ESC personnel.*

E. *No, only ESCs can certify PDAS appraisers. Once districts have verified that training participants have completed the required appraisal training and proficiency checks, they will need to forward the names to the ESC. The ESC will issue certificates.*

Is there a deadline for district decision making concerning a teacher appraisal system?

If districts intend to adopt the PDAS, they are asked to notify the regional ESC by April 15. This notification is ***non-binding****; it is intended to assist ESCs in estimating training capacity needs. Districts must make a final decision prior to the 1997-98 school year.*

For districts adopting a local system, the system must be adopted by the beginning of the 1997-1998 school year. By law, teachers must be appraised at least once each year.

What does "consult with" campus level committees imply—reach consensus, secure a recommendation, just inform them?

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[1] Trainers-of-appraisers: These are trainers certified through the education service centers with authority to train PDAS appraisers.

"Consult with" means at least to inform. It does not mean that approval is required.

What happens if the local board of trustees rejects a proposed alternative system for either the district or the campus? Does the model go back to the drawing board, and if so, what does the district or campus use in the meantime?

If rejected, the district or campus can go back to the drawing board. The local board of trustees can comment on the proposed alternative system, and the district or campus may use these comments to modify the proposed system. The local board of trustees may adopt the PDAS until such a time as an alternative system is approved.

Is there an abbreviated appraisal process for exceptional teachers who consistently receive high ratings in the appraisal process?

Although an abbreviated process is not included in the original version of the PDAS, the Commissioner has indicated strong interest in developing such a process at the earliest possible time. Staff will be working to develop an abbreviated process during the initial year of implementation.

If districts wish to make modifications to the PDAS, either before or after implementation, must the district go through the decision making process as outlined under TEC §21.352, Local Role?

Yes.

May districts adopt PDAS in its entirety for some of the district teachers, and have the local board of trustees take a second action on an alternative system for the other teachers in the district?

Yes, as long as the alternative system addresses the criteria and follows the process outlined in TEC §21.352, Local Role.

If a teacher is determined to be "In Need of Assistance," must the intervention plan cover a full calendar year? What if the district does not wish to renew the teacher's contract?

The timeline for the intervention plan is a local decision and is determined by the appraiser, in consultation with the teacher. The timeline of the intervention plan may be established so that the intervention plan is completed prior to the deadline for contract decisions.

What is the definition of a campus administrator for the purposes of PDAS training?

Under the PDAS, campus administrators are principals, assistant principals, or other supervisory staff designated full-time administrators at the campus level.

How many teachers can attend appraisal training?

Each campus shall offer the opportunity to participate in appraisal training to a number of teachers equal to the number of campus administrators. However, each campus shall have at least one teacher participant. Districts at least pay the training fee for these participants. Other teachers wishing to attend appraisal training this summer will be accommodated as space allows. They should contact their ESC appraisal staff person. Priority will be given to teachers and appraisers designated to attend appraisal training by their district.

Must campus administrators and teachers be trained together?

To the fullest extent possible, administrators and teachers should plan to attend the same training session. In some circumstances, teachers and administrators from the same campus may have to attend different training sessions. It is important to note that teachers and administrators will be trained together at all PDAS training sessions.

How long is training-of-appraisers?

The Commissioner has determined that training-of-appraisers will take no more than two days.

How much will training-of-appraisers cost?

The cost of training-of-appraisers has been projected at $75.

Can the Commissioner advise on acceptability of a locally-developed system or defend a locally-developed system in a state-level hearing process?

The Commissioner and TEA have no role in the design and development of local alternative appraisal systems. Consequently, they will not be in a position to advise on local systems or to "defend" district alternatives in a hearing process. The Commissioner may, however, be required to rule on the acceptability or application of a local appraisal system within the context of an administrative hearing.

Must superintendents be trained in the PDAS?

While it is not required, the commissioner strongly recommends that all superintendents of districts adopting the PDAS receive PDAS appraiser training.

What would meet the legal requirement for student performance in a local system?

In designing local systems, districts and local boards of trustees will have to use their own professional judgment in determining a method of student performance assessment which they feel best meets the legal requirement in TEC §21.352, Local Role. Districts should to consider issues of validity, reliability, and equity in determining the method of student performance assessment to be incorporated in a locally-developed teacher appraisal system.

How are the teachers who will attend PDAS training selected?

As previously noted, each campus shall offer the opportunity to participate in appraisal training to a number of teachers equal to the number of campus administrators. Each campus shall have at least one teacher participant. Principals will select representative teachers from nominations submitted by the site-based decision-making (SBDM) committee. When all teachers nominated by the SBDM committee are unable to attend the training, principals may select other teacher representatives.

What is the role of teachers attending PDAS training?

Teachers nominated and selected to attend PDAS training will help to disseminate information to colleagues on their campuses and, at the discretion of the principal, assist in the orientation of all campus teachers. The teachers attending PDAS training will be designated as appraisal-orientation facilitators.

With regard to Domain VI, criteria #3, does this mean that in the first year of implementation, the teacher engages in professional development that addresses areas of weakness identified on the TTAS?

Yes.

Can an alternate form of the Teacher Self-Report be used by campuses?

No. Modifications to the Teacher Self-Report have been made as a result of input from field trial participants.

How will criteria in Domain VIII concerning TAAS-related objectives be addressed for teachers in special areas such as P.E., band, special education, gifted and talented, early childhood, advanced placement, etc.?

These criteria ask teachers to look at the broadly defined instructional objectives addressed by the TAAS test and determine how they incorporate any of these objectives into their particular instructional programs. For these special areas, it is understood that teachers may be addressing only a portion of the overall TAAS objectives in their classroom. These teachers will identify only those objectives which they address in their particular instructional programs through the Teacher Self-Report Form. The level and manner in which these objectives are addressed by the teacher should be developmentally and programmatically appropriate for the students and the subject/special area involved. Also, with the approval of the

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principal, certain high school teachers may substitute other standardized measures and related objectives which are addressed in the AEIS system in place of the TAAS objectives. These may include SAT/ACT, AP, TASP, and end-of-course examinations. Training will help to provide administrators and teachers with a better understanding of these criteria.

Can you modify the Commissioner's Recommended System by adding or deleting components?

No.

Additional Information

You can get information about the PDAS by contacting the teacher appraisal contact at your Regional Education Service Center; connecting to the TEA web site at **www.tea.state.tx.us**; sending e-mail to the Division of Educator Appraisal at **edapprsl@tmail.tea.state.tx.us**; or contacting the division by phone at **512-475-1233**.

A Comparison of the Professional Development and Appraisal System to Other Standards of Teacher Behavior

NBPTS = National Board for Professional Teaching Standards

INTASC = Interstate New Teacher Assessment and Support Consortium (a consortium of more than 30 states and professional organizations)

Framework = The Framework for Professional Practice (based on PRAXIS III criteria developed by the Educational Testing Service)

TTAS = Texas Teacher Appraisal System

GTDRI = Georgia Teacher Duties and Responsibilities Instrument

GTOI = Georgia Teacher Observation Instrument

FPMS = Florida Performance Measurement System

Professional Development and Appraisal System

Domain I: Active, Successful Student Participation in the Learning Process

I-1. Students are actively engaged in learning.

NBPTS: 3. Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 5: Creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Framework: 3c: Engages students in learning

TTAS: 4e: keeps students engaged

GTOI: II-A: Promotes student engagement

I-2. Students are successful in learning.

NBPTS: 1: Teachers are committed to students and their learning.

INTASC: Principle 2: Understands how children learn and develop; provides learning opportunities that support their development.

TTAS: 1f: implements instruction at an appropriate level of difficulty

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GTOI: I-A: Teaches at an appropriate instructional level

I-3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.)

NBPTS: 2: Teachers know the subjects they teach and how to teach those subjects to students.

INTASC: Principle 4: Understands and uses variety of instructional strategies.

Framework: 3c: Engages students in learning

TTAS: 6g: provides for application

I-4. Students are self-directed/self-initiated as appropriate to the lesson objectives.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 5: Creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Framework: 3c: Engages students in learning

GTOI: I-B-2: Provides student-focused content development

I-5. Students are connecting learning to work and life applications, both within the discipline, and with other disciplines.

NBPTS: 2: Teachers know the subjects they teach and how to teach those subjects to students.

INTASC: Principle 1: Understands the central concepts, tools of inquiry, and structure of the disciplines taught; creates learning experiences to make them meaningful to students.

Framework: 3c: Engages students in learning

GTOI: I-B-2: Provides student-focused content development

Domain II: Learner-Centered Instruction

II-1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.

NBPTS: 2: Teachers know the subjects they teach and how to teach those subjects to students.

INTASC: Principle 1: Understands the central concepts, tools of inquiry, and structure of the disciplines taught; creates learning experiences to make them meaningful to students.

Framework: 1a: Demonstrates knowledge of content and pedagogy

1c: Selects instructional goals

GTDRI: I-C-2: Demonstrates accurate and up-to-date knowledge of content

II-2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).

NBPTS: 1: Teachers are committed to students and their learning.

INTASC: Principle 3: Understands how students differ in their approaches to learning; creates instructional opportunities adapted to diverse learners.

Framework: 1b: Demonstrates knowledge of students

TTAS: 8a: relates content to interests/experiences

GTOI: I-B-2: Provides student-focused content development

II-3. Instructional strategies promote critical thinking and problem solving.

NBPTS: 2: Teachers know the subjects they teach and how to teach those subjects to students.

INTASC: Principle 4: Understands and uses variety of instructional strategies.

TTAS: 6g: provides for application

FPMS: 14: Develops criteria and evidence for value judgment

II-4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 2: Understands how children learn and develop; provides learning opportunities that support their development.

Framework: 2b: Establishes a culture for learning

1e: Designs coherent instruction

GTOI: I-B-2: Provides student-focused content development

FPMS: Expresses enthusiasm, verbally challenges students

II-5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life application, both within the discipline, and with other disciplines.

NBPTS: Teachers are committed to students and their learning.

INTASC: Principle 7: Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Framework: 1a: Demonstrates knowledge of content and pedagogy

TTAS: 6c: relates content to prior/future learning

GTOI: I-C-2: Provides content emphasis and linking

II-6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 4: Understands and uses variety of instructional strategies.

Framework: 1e: Designs coherent instruction

TTAS: 1a: varies activities appropriately

4b: implements appropriate sequence of activities

4c: maintains appropriate pace

6b: presents information in appropriate sequence

GTOI: I-B-1: Provides teacher-focused content development

FPMS: 21: Maintains instructional momentum

II-7. The teacher emphasizes the value and importance of the activity/content.

NBPTS: 2: Teachers know the subjects they teach and how to teach those subjects to students.

Framework: 2b: Establishes a culture for learning

TTAS: 8b: emphasizes value/importance of activity/content

GTOI: I-C-2: Provides content emphasis and linking

FPMS: 15: Emphasizes important points

II-8. The teacher uses appropriate questioning and inquiry techniques to challenge students.

NBPTS: 2: Teachers know the subjects they teach and how to teach those subjects to students.

INTASC: Principle 1: Understands the central concepts, tools of inquiry, and structure of the disciplines taught; creates learning experiences to make them meaningful to students.

Framework: 3b: Uses questioning and discussion techniques

TTAS: 8d: challenges students

FPMS: 5: Questions: academic comprehension/lesson development

II-9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.

NBPTS: 2: Teachers know the subjects they teach and how to teach those subjects to students.

INTASC: Principle 6: Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

Domain III: Evaluation and Feedback on Student Progress

III-1. Academic progress of students is monitored and assessed.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 8: Understands and uses formal and informal assessment strategies.

Framework: 4b: Maintains accurate records

TTAS: 2b: monitors student performance

GTOI: II-B: Monitors student progress

FPMS: 10: Circulates and assists students

III-2. Assessment and feedback are aligned with goals and objectives and instructional strategies.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 8: Understands and uses formal and informal assessment strategies.

Framework: 1f: Assesses student learning

III-3. Assessment strategies are appropriate to the varied characteristics of students.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 8: Understands and uses formal and informal assessment strategies.

TTAS: 2c: solicits responses/demonstrations for assessment

III-4. Student learning is reinforced.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 6: Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

TTAS: 2d: reinforces correct response/performances

8c: reinforces/praises learning efforts of students

GTOI: II-C-1: Responds to adequate performances

FPMS: 7: Gives specific academic praise

III-5. Students receive specific constructive feedback.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 6: Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

Framework: 3d: Provides feedback to students

TTAS: 2e: provides corrective feedback/clarifies/none needed

GTOI: II-C-2: Responds to inadequate performances

FPMS: 6: Recognizes response/amplifies/gives correct feedback

III-6. The teacher provides other opportunities for relearning and re-evaluation of material.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 3: Understands how students differ in their approaches to learning; creates instructional opportunities adapted to diverse learners.

TTAS: 2f: reteaches/none needed

GTOI: II-C-2: Responds to inadequate performances

Domain IV: Management of Student Discipline, Instructional, Strategies, Time, and Materials

IV-1. The teacher effectively implements the discipline-management procedures approved by the campus.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

TTAS: 12b: follows district/campus policies/procedures (implied)

GTDRI: I-B-2: Enforces regulations concerning student conduct and discipline

IV-2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 5: Creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

TTAS: 4e: keeps students engaged

IV-3. The teacher interacts with students in an equitable manner, including fair application of rules.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 6: Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

TTAS: 5d: applies rules consistently and fairly/none needed

IV-4. The teacher specifies expectations for desired behavior.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

Framework: 2d: Manages student behavior

TTAS: 5a: specifies expectations for behavior/none needed

IV-5. The teacher intervenes and re-directs off-task, inappropriate, or disruptive behavior.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

Framework: 2d: Manages student behavior

TTAS: 5b: prevents off-task behavior/none needed

5c: uses techniques to redirect/stop inappropriate/disruptive behavior/none needed

GTOI: III-C-2: Intervenes when necessary

FPMS: 20: Stops misconduct

IV-6. The teacher reinforces desired behavior when appropriate.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 6: Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

TTAS: 5e: reinforces behavior appropriately

IV-7. The teacher uses instructional materials which are equitable and acknowledge the varied characteristics of all students.

NBPTS: 1: Teachers are committed to students and their learning.

INTASC: Principle 3: Understands how students differ in their approaches to learning; creates instructional opportunities adapted to diverse learners.

IV-8. The teacher effectively and efficiently manages time and materials.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

Framework: 2c: Managing Classroom Procedures

TTAS: 4a: begins promptly/avoids waste at end

4b: implements appropriate sequence of activities

4c: maintains appropriate pace

4d: maintains focus

4e: keeps students engaged

GTOI: III-A: Uses time efficiently

FPMS: 1: Begins instruction promptly

2: Handles materials in an orderly manner

3: Orients students to classwork/maintains academic focus

21: Maintains instructional momentum

Domain V: Professional Communication

V-1. The teacher uses appropriate and accurate written communication with students.

INTASC: Principle 6: Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

Framework: 3a: Communicates clearly and accurately

TTAS: 7a: makes no significant errors

7d: uses correct grammar

7e: uses accurate language

7f: demonstrates written skills

GTDRI: I-C-1: Models correct use of language, oral and written

V-2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.

INTASC: Principle 6: Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

Framework: 3a: Communicates clearly and accurately

TTAS: 7a: makes no significant errors

7b: explains content/tasks clearly

7d: uses correct grammar

7e: uses accurate language

GTDRI: I-C-1: Models correct use of language, oral and written

FPMS: 19: Uses body behavior that shows interest -- smiles, gestures

V-3. The teacher encourages and supports students who are reluctant and having difficulty.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 6: Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

TTAS: 9c: encourages slow/reluctant students

GTOI: II-D: Supports students

V-4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.

INTASC: Principle 6: Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

Framework: 4c: Communicates with families

TTAS: 11a: initiates communications with parents as appropriate

V-5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.

INTASC: Principle 6: Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

Framework: 4c: Communicates with families

TTAS: 11a: initiates communications with parents as appropriate

V-6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.

NBPTS: 5: Teachers are members of learning communities.

INTASC: Principle 6: Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

Framework: 2a: Creates an environment of respect and rapport

TTAS: 9a: avoids sarcasm/negative criticism

9b: establishes climate of courtesy

9d: establishes and maintains positive rapport

GTDRI: I-A-1: Interacts in a professional manner with students and parents

Domain VI: Professional Development

VI-1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district.

NBPTS: 4: Teachers think systematically about their practice and learn from their experience.

INTASC: Principle 9: Reflects on teaching.

Framework: 4e: Grows and develops professionally

VI-2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students.

NBPTS: 4: Teachers think systematically about their practice and learn from their experience.

INTASC: Principle 9: Reflects on teaching.

Framework: 4e: Grows and develops professionally

VI-3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal.

NBPTS: 4: Teachers think systematically about their practice and learn from their experience.

INTASC: Principle 9: Reflects on teaching.

Framework: 4e: Grows and develops professionally

TTAS: 10a: progresses in growth requirements/none needed

VI-4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.

NBPTS: 5: Teachers are members of learning communities.

INTASC: Principle 10: Fosters relationships with colleagues, parents, and agencies in the larger community.

Framework: 4e: Grows and develops professionally

4f: Shows professionalism

GTDRI: I-A-5: Works cooperatively with school administrators, special support personnel, colleagues, and parents

Domain VII: Compliance With Policies, Operating Procedures, and Requirements

VII-1. The teacher complies with all of the policies, operating procedures, and legal requirements (national, state, district, and campus). Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/district.

NBPTS: 5: Teachers are members of learning communities.

GTDRI: I-B: Complies with school, system, and state administrative regulations and board of education policies.

VII-2. The teacher complies with all verbal and written directives. Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/district.

NBPTS: 5: Teachers are members of learning communities.

TTAS: 12c: performs assigned duties

VII-3. Apart from classroom responsibilities, the teacher generally contributes to making the whole school safe and orderly, and a stimulating learning environment for all children.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 5: Creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Framework: 4d: Contributes to the school and district

GTDRI: I-D: Acts in a professional manner and assumes responsibility for the total school program, its safety and good order.

Domain VIII: Improvement of Academic Excellence For All Students On The Campus

VIIIA-1. The teacher aligns instruction to include appropriate TAAS-related objectives to support student achievement in all assigned classes.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 3: Understands how students differ in their approaches to learning; creates instructional opportunities adapted to diverse learners.

GTDRI: I-C-3: Implements designated curriculum

VIIIA-2. The teacher analyzes TAAS performance data relevant to all students in assigned classes prior to beginning instruction.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 2: Understands how students learn and develop; provides learning opportunities that support their development.

VIIIA-3. The teacher adjusts the sequencing of classroom instruction to appropriately incorporate TAAS-related objectives.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

GTDRI: I-C-3: Implements designated curriculum

VIIIA-4. The teacher selects/adapts instructional materials and activities which are correlated with appropriate TAAS-related objectives.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

GTDRI: I-C-3: Implements designated curriculum

VIIIA-5. The teacher provides feedback to all students regarding their learning progress on appropriate TAAS-related objectives.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 8: Understands and uses formal and informal assessment strategies.

Framework: 3d: Provides feedback to students

VIIIB-6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

Framework: 4b: Maintains accurate records

VIIIC-7. The teacher identifies and assesses the needs of assigned students who are in at-risk situations.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

INTASC: Principle 3: Understands how students differ in their approaches to learning; creates instructional opportunities adapted to diverse learners.

VIIIC-8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.

NBPTS: 1: Teachers are committed to students and their learning.

INTASC: Principle 3: Understands how students differ in their approaches to learning; creates instructional opportunities adapted to diverse learners.

VIIIC-9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.

NBPTS: 1: Teachers are committed to students and their learning.

INTASC: Principle 3: Understands how students differ in their approaches to learning; creates instructional opportunities adapted to diverse learners.

Framework: 3e: Demonstrates flexibility and responsiveness

VIIID-10. The campus performance rating consists of three factors including:(a) student performance on the Texas Assessment of Academic Skills (TAAS), (b) student attendance, and (c) drop-out rates. All teachers make contributions toward this overall performance rating of the school, and therefore this is included among the criteria for improved academic excellence.

NBPTS: 3: Teachers are responsible for managing and monitoring student learning.

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PDAS DOMAINS AND CRITERIA	NBPTS	INTASC	Framework	TTAS	Georgia	Florida
I.1	X	X	X	X	X	
I.2	X	X		X	X	
I.3	X	X	X	X		
I.4	X	X	X		X	
I.5	X	X	X		X	
II.1	X	X	X		X	
II.2	X	X	X	X	X	
II.3	X	X		X		X
II.4	X	X	X		X	X
II.5	X	X	X	X	X	
II.6	X	X	X	X	X	X
II.7	X		X	X	X	X
II.8	X	X	X	X		X
II.9	X	X				
III.1	X	X	X	X	X	X
III.2	X	X	X			
III.3	X	X		X		
III.4	X	X		X	X	X
III.5	X	X	X	X	X	X
III.6	X	X		X	X	
IV.1	X			X	X	
IV.2	X	X		X		
IV.3	X	X		X		
IV.4	X		X	X		
IV.5	X		X	X	X	X
IV.6	X	X		X		
IV.7	X	X				
IV.8	X		X	X	X	X
V.1		X	X	X	X	
V.2		X	X	X	X	X
V.3	X	X		X	X	
V.4		X	X	X		
V.5		X	X	X		
V.6	X	X	X	X	X	
VI.1	X	X	X			
VI.2	X	X	X			
VI.3	X	X	X	X		
VI.4	X	X	X		X	
VII.1	X				X	
VII.2	X			X		
VII.3	X	X	X		X	
VIII.1	X	X			X	
VIII.2	X	X				
VIII.3	X				X	
VIII.4	X				X	
VIII.5	X	X				
VIII.6	X		X			
VIII.7	X	X				
VIII.8	X	X				
VIII.9	X	X	X			
VIII.10	X					

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